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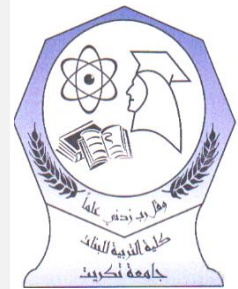


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The Effectiveness of Two Feedback Strategies for Teaching Vocabulary Among EFL Students

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ABSTRACT

The current research aims to assess the effectiveness of two feedback strategies, (positive and corrective feedback), in enhancing the acquisition of English language vocabulary among first year students who studied English as foreign language in the English Language Department at the College of Education for women, Tikrit University, Iraq , The study is quantitative study utilizes an experimental approach, with a quasi-experimental design involving pre-test and post-test assessments, The study sample included 120 first-year students and they were divided into two experimental groups (the first included 40 students studying with corrective feedback), the second (included 40 students studying with positive feedback), and the third (control group included 40 students who did not receive any feedback). To achieve the aim of the study, a vocabulary acquisition test consisting of 60 multiple-choice items is designed, after ensuring the validity and reliability of the test by using suitable statistics methods. The test is applied pre and post to the three groups The answers are collected, and the arithmetic averages and statistical significance were calculated by using (spss software program) the results shows that :

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Both ,the corrective and positive feedback strategies have a significant impact on students' vocabulary acquisition.

There were statistically significant differences at the 0.05 significance level between the students in the first experimental group, who were taught using corrective feedback, and those in the control group, who were taught using traditional methods, in favor of the experimental group.

There are statistically significant differences at the 0.05 significance level between the students in the second experimental group, who were taught using positive feedback, and those in the control group, who were taught using traditional methods, in favor of the experimental group.

There are also statistically significant differences at the 0.05 significance level between the students in the first experimental group, who were taught using corrective feedback, and those in the second experimental group, who were taught using the positive feedback strategy, in favor of the corrective feedback.

Key words: Corrective feedback, Feedback, EFL, Positive Feedback, Vocabulary Acquiring

فاعلية استراتيجيين للتغذية الراجعة في تدريس المفردات لدى طلاب اللغة الإنجليزية لغة أجنبية

بسمه فيصل علي

جامعة تكريت

المستخلص

يهدف البحث الحالي إلى التعرف على مدى فعالية استراتيجيتين للتغذية الراجعة (التغذية الراجعة الإيجابية والتغذية الراجعة التصحيحية) في تعزيز اكتساب مفردات اللغة الإنجليزية لدى طلاب السنة الأولى في قسم اللغة الإنجليزية في كلية التربية للبنات جامعة تكريت، العراق، (كمتعلمين للغة الإنجليزية بوصفها لغة ثانية) والدراسة من النوع الكمي ، وقد استخدمت الدراسة المنهج التجريبي، ذو التصميم شبه التجريبي الذي يتضمن الاختبارات القبليّة والبعدية، وقد شملت عينة الدراسة 120 طالباً من طلاب السنة الأولى وتم تقسيمهم إلى مجموعتين تجريبيتين (ضمت المجموعة الأولى 40 طالباً يدرسون مع التغذية الراجعة التصحيحية)، وبينما ضمن المجموعة الثانية (40 طالباً يدرسون بتغذية راجعة إيجابية)، و تمثلت المجموعة الضابطة في المجموعة الثالثة (والتي ضمت 40 طالباً لم يتلقوا أي تغذية راجعة). ولتحقيق هدف الدراسة تم تصميم اختبار اكتساب المفردات المكون من 60 فقرة متعددة الاختيارات، و بعد التأكد من صدق الاختبار وثباته باستخدام الطرق الاحصائية

الملائمة. تم تطبيقه قبلياً وبعدياً على المجموعات الثلاث وتم جمع الإجابات وحساب المتوسطات الحسابية والدلالة الإحصائية باستخدام (برنامج SPSS) وأظهرت النتائج أن :

لكلاً من استراتيجتي التغذية الراجعة التصحيحية والايجابية اثر كبير على اكتساب الطلاب للمفردات اللغوية

يوجد فروق دالة احصائية عند مستوى الدلالة 0.05 بين طلاب المجموعة التجريبية الأولى التي درست باستخدام التغذية التصحيحية وافراد المجموعة الضابطة التي درست بالطريقة الاعتيادية لصالح التجربة

يوجد فروق دالة احصائية عند مستوى الدلالة 0.05 بين طلاب المجموعة التجريبية الثانية التي درست باستخدام التغذية الإيجابية وافراد المجموعة الضابطة التي درست بالطريقة الاعتيادية لصالح التجربة

يوجد فروق دالة احصائية عند مستوى الدلالة 0.05 بين طلاب المجموعة التجريبية الأولى التي درست باستخدام التغذية التصحيحية وافراد المجموعة الثانية التي درست باستخدام استراتيجتي التغذية الراجعة الايجابية لصالح التغذية التصحيحية

الكلمات الدالة: اللغة الإنجليزية بوصفها لغة ثانية، اكتساب المفردات، التغذية الراجعة، التغذية الراجعة التصحيحية، التغذية الراجعة الإيجابية

1. INTRODUCTION

Within the realm of learning English as a foreign language (EFL), Arabian students suffered in memorizing English vocabs , Vocabulary stands as a fundamental element of language proficiency, forming the bedrock for various language skills. Although the importance of acquiring vocabularies Research conducted within the Arabic context has consistently indicated that students in the Arabian region often struggle with developing strong vocabulary learning skills ,(Tepich, A., & Akay, C. 2024), beside lack of an extensive vocabulary and effective word-learning strategies often hinders learners from reaching their full potential, discouraging them from seizing language-learning opportunities like listening or watching ,Acquiring effective vocabulary learning strategies is crucial for second language learners, both to alleviate the learning burden and to empower them to independently acquire new words.

The language skills of listening, speaking, reading, writing, and translating all hinge on vocabulary. It is evident that vocabularies serve as the fundamental building blocks of

any language and are indispensable for effective linguistic communication(Ostovar-Namaghi, & Rajaei, (2013). thus, there is a growing need to investigate the efficacy of new strategies in vocabulary acquisition ,Offering feedback to students, whether it involves written commentary, error correction, teacher-student excises , or providing the type of personalized attention that is often difficult to attain in traditional classroom environments Lipnevich, A. A., & Panadero, E. (2021)

(Herra, & Kulińska, 2018) argued that offering feedback to learners has the potential to enhance both their language learning and acquisition, particularly when presenting them with the correct forms and/or strategies to rectify errors(O'Connor A, McCurtin, 2021)further indicated that feedback contributes in making learners more acquainted with their strengths while being aware of areas that require improvement.

In a similar vein, Karim, & Nassaji(2020).contend that feedback requires learners to review their output with a willingness to learn, asserting that this process of revision can contribute to the development of their language learning and acquisition. Effective communication by using feedback between students and teachers is a crucial aspect of the classroom dynamic. Even seasoned educators recognizing the value of be in sympathy with learners to comprehend their needs .

A feedback strategy is a coordinated plan which integrates clear and decisive statements including at least (a) under which situational and individual conditions of the instructional context (feedback conditions), (b) what external post-response information (feedback content) should be provided for, (c) what (instructional) goals or purposes (feedback scope and function), (d) after which events in the learning process (feedback timing), and (e) in which form and modes of presentation (feedback presentation)(Narciss ,2012)

In the current study researcher adopt the work of Panadero and Lipnevich (2021). This model provides a framework organized around five key elements:

(Feedback) Message: The content of the feedback provided to students, including the information given about their performance.

Implementation: How the feedback is applied within the educational setting, including the methods and timing of feedback delivery.

(Instructional) Context: The environment in which feedback is provided, encompassing the conditions that affect how feedback is received and utilized by students.

(Feedback) Agents: The individuals who deliver the feedback, such as teachers or peers.

Student Characteristics: The individual traits of students, such as their readiness or motivation, which can influence how they receive and respond to feedback.

This framework aims to offer a comprehensive understanding of how feedback works and how it can be optimized as a pedagogical tool. By focusing on these five elements, the model seeks to enhance the effectiveness of feedback in educational settings.

teachers must modifying their teaching methods, assessments, and strategies of feedback to make acquiring language easier (Herra, A., & Kulińska, A. 2018) Despite the importance of feedback strategies, they are not regularly implemented in classrooms, which poses a significant problem and negatively impacts student learning. (Khizar, 2023) .

The students have been taught during the academic year 2023-2024 ,the first year students at college of Education for Women (Department of English) .The value of the present Study are facing the difficulties in acquiring new English words and phrases for Iraqi students , Guide English teachers in adopting new strategies to effectively convey information and meaning to Iraqi students, with the goal of improving their English language proficiency and Assist those involved in the educational process in focusing on effective strategies that should be employed to teach Iraqi learners.

In Iraq, students who are learning English as a foreign language face a critical need to acquire new vocabulary and develop their ability to construct coherent texts. This presents a significant challenge, and the current research aims to introduce feedback as a potential solution to address these issues.

Thus ,the study is seeking to answer the following questions :

Does the corrective feedback strategy has a positive effect on students in learning English vocabulary ?

Does the positive feedback strategy has a positive effect on students in learning English vocabulary ?

Is there any significant difference between students who study with feedback strategy (whether corrective or positive) and students who is taught by traditional method ?

Is there any significant difference between students who study with corrective feedback strategy and students who study by positive feedback strategy ?

1.1 Aims of the study

The study aims to find out the impact of the two feedback strategies (corrective and positive) on the study sample.

1.2 Hypotheses

- 1- There is no significant difference between the mean scores of the first experimental group and the control group concerning achievement in vocabulary.

- 2- There is no significant difference between the mean scores of the second experimental group and the control group concerning achievement in vocabulary.
- 3- There is no significant difference between the mean scores of the first experimental group and the second experimental group concerning achievement in vocabulary.
- 4- There are no statistically significant differences between the three groups: the first experimental group, the second experimental group, and the control group concerning achievement in vocabulary

1.3 Definition of basic terms

Feedback :

the term “feedback” refers to an auto-regulatory method where the effect of an action is fed back to modify future action (Ramani et al ,2019)

Vocabulary : it refers to a compilation of words and phrases utilized to construct straightforward sentences and texts, as well as to depict images and events (Al-Omari, & AbuSeileek, 2023)

2. LITERATURE REVIEW

2.1 .Feedback in learning Foreign language :

Wang (2012) asserted that feedback is the information regarding present achievement that can be used to enhance subsequent achievement . Feedback holds a pivotal role in every instructional process because of its ability to improve the achievement of learners and performance of teachers, shedding light on key aspects that can be improved. According to (Cañete Vega. (2023) feedback is deemed the most crucial communication skill, applicable both within and outside the classroom.

Committing errors is an inherent and inevitable aspect of language learning. It falls upon the teacher to provide feedback in a manner that facilitates the learning process and supports language acquisition. With this in mind, both teachers and theorists in Second Language Acquisition (SLA) express significant concern regarding the topic of corrective feedback and its potential role in fostering language learning. (Krüger, et al ,2023).

Furthermore, because of its complex nature, researchers have classified feedback into different types. These include oral and written feedback, positive and negative feedback, as well as immediate versus delayed feedback, and explicit versus implicit feedback. Additionally, the literature highlights more nuanced distinctions, such as evaluative versus descriptive feedback, especially in relation to acquiring or demonstrating English language competence(Cheng, & Zhang, ,2024)

Feedback comes in two forms: positive, indicating a grasp of students’ language, or negative, highlighting aspects of utterance that deviate from the target. Additionally,

feedback can be delivered implicitly, such as through exploring miss understanding of students expression, or clearly , by directly informing the student about elements of their utterance that do not align with the target. (Dabboub , 2019)

2.1.1 Feedback Strategies (Positive -Corrective)

Positive type of feedback can be categorized into 4 types (Freedberg el al ,2017)

Acknowledgement: This involves any oral or non-oral signals used by the instructor to indicate that they are listening and understanding. Examples include expressions like 'wow,' 'mm,' 'cor,' as well as specific non-verbal gestures and facial expressions

- **Acceptance:** Expressed through closed-class items such as ' okay,' ' bravo,' 'fine' with Using a low, encouraging tone of voice. The purpose is conveying students who teacher acknowledges having listened or seen their response, and it was appropriate
- **Repetition:** it is a type where "the teacher is repeating the correct answer of the leaner " from its examples , when a pupil says, (stationary shop), the tutor repeats, (stationary shop)
- **Rephrasing** it is a type in which "the teacher agrees on the answer but targeting to enlarge the student's understanding , perfectives the structure or pronouncing , or offer a new structure which paraphrase the student's answer using different words and, in some cases, adds new information"

Corrective feedback :

Lyster & Ranta (2013) have identified six categories of feedback utilized by tutors in answering to students' faults :

- 1- **Explicit:** This involves the direct provision of the correct form. The teacher explicitly indicates that what the student has said is incorrect, using phrases such as "Oh, you mean" or "You should say."
- 2- **Recasts:** Teachers reformulate whole student's utterance or any part of it , excluding the fault .
- 3- **Requests for clarifying :** Students are prompted for recognizing that their speech was not clear or is ill-structured Phrases like "Pardon me?" are used to signal the need for repetition or reformulation.
- 4- **Metalinguistic Feedback:** The teacher provides judgments , information, or inquiries connected to the right formula of the student's speech but not in direct way , as well as offering the right form. For example, "Can you determine your fault ?"
- 5- **Education :** This method involves instructor prompting students to produce the right form directly . Teachers strategically pause allowing leaners to "fill in the spaces ."
- 6- **Repetition:** The teacher repeats student's erroneous utterance in privacy . Intonation may be adjusted to emphasize the error.

Elçin ÖLMEZER-ÖZTÜRK1 & Gökhan ÖZTÜRK2 (2016) indicated corrective feedback types by examples as illustrated in the following table:

Table (1) types of corrective feedback

CF Types	Definition	Example
Explicit Correction	Determine an error, identifies it, and introduce the correction.	S: On July . T: Not on July , in July . We say, "It will start in July ."
Recast	Repronounce part or all of the wrong word or vocab without determine the fault directly	S: looking for the word on the book? T: In not on
Request for clarifying	Determine a lack of reorganization and asks the student to rephrase.	S: What do you go? T: What? (Or, Sorry?)
Meta-linguistic feedback	. Offers detailed linguistic words regarding the fault without clarifying supplying the right answer	S: There is a new person who. T: new is a noun.
Elicitation	Encourages self-correction by pausing, providing the student with an opportunity to insert the accurate word or phrase.	S: This ice-cream is very warm. T: It's very.? S: cold
Repetition	. Emphasizes the student's error through repetition with stress to underscore and highlight the mistake.	S: I will come you. T: I will come you? S: I'll come to you.

Vocabulary Acquiring :

The need to acquire Vocabulary

Vocabulary acquisition serves as the foundation for various language skills, playing a pivotal role in the development of reading and writing abilities. Any inaccuracies or misunderstandings in vocabulary can significantly impede the acquisition of other language skills. The proficiency in vocabulary acquisition resonates throughout the learning process of English as a foreign language, acting as a cornerstone. Establishing a cohesive vocabulary is crucial for the successful development of other desired language skills. Susanto (2017) A limited vocabulary in a second language can pose challenges for effective communication, underscoring the crucial role of vocabulary knowledge for second language learners. According to Nation (2022), there is a symbiotic relationship between vocabulary knowledge and language usage; an enriched vocabulary facilitates language use, while engaging in language use enhances vocabulary knowledge. The importance of vocabulary is emphasized daily, both in and outside the classroom. Success in academic settings often aligns with students possessing a sufficient vocabulary, highlighting its significant impact on learning outcomes.

Challenge of learning vocabulary :

Learners often deal with vocabulary negatively because of several factors. Firstly, they see the teacher's explanations regarding sense , accent , spelling, language function and

grammar structure to be tedious, leading to a lack of active involvement. Since they predominantly listen without participating, the learning process may become monotonous. Secondly, students tend to perceive vocabulary acquiring merely as grasping the basic sense of new words, overlooking other essential aspects. This narrow focus can hinder a holistic understanding of word functions. Thirdly, learners commonly encounter new vocab exclusively via words found in their books or introduced by their teachers in class sessions. This limited exposure may restrict their overall vocabulary development. Lastly, many students are reluctant because of risks in using what they have learned. While they may identify a word whether it was written or spoken, they might not feel confident in using it correctly within diverse contexts or pronouncing it accurately (Salem el al , 2019)

The impact of feedback on acquiring vocabulary :

Feedback plays a crucial role in aiding learners to identify discrepancies between their understanding of the second language and the desired target representation .Additionally, feedback serves as a valuable tool in the acquisition of challenging target forms, encompassing rare, non-salient, or semantically redundant structures(Monaghan, P., Ruiz, S., & Rebuschat, P. (2021)

Children benefit from being able to connect unfamiliar words to their existing knowledge. Introducing meaningful feedback on their answers is essential for scaffolding linguistic and cognitive development (Diprossimo el al ,2023). This support involves creating connections between new vocabulary words and familiar concepts, fostering purposeful and strategic conversations. This can be achieved through:

(a) Asking open-ended prompts:(b) Providing meaningful feedback to children's responses: The feedback given by teachers on children's comments plays a crucial role in scaffolding language and vocabulary development. It helps children understand the meaning of words and concepts, contributing to their overall language acquisition. By offering meaningful feedback that encourages the use of new vocabulary words, teachers enable children to reflect on their responses, expand their knowledge, and incorporate vocabulary into purposeful and meaningful communication. This approach supports the ongoing development of language skills and enhances the integration of new words into children's expressive and receptive vocabulary.(Wasik, & Iannone-Campbell. 2012)

3. METHODOLOGY

3.1 method and participants

a-Sampling

The current study utilized an experimental approach, incorporating a quasi-experimental design involving pre-test and post-test assessments. A quasi-experimental design utilizes non-random sampling methods to evaluate the effects of a concept, method, or process on a defined result (Creswell, 2015). In this instance, students have been chosen based on their enrollment in specific courses, demonstrating the intentional selection of participants to guarantee they possessed the requisite traits for the research.

A total of 120 participants from a Tikrit university in Iraq participated in the present study who attended first year of English department with age between 18 to 20 years old, they are divided into three groups, each contain the same number.

Two of these groups are designated as experimental groups 80 participants in total for the two types of feedback that applied (corrective feedback: 40 participants; positive feedback: 40 participants). One group 40 students represented the control group that did not receive any feedback.

b- pretest application :

To confirm the equivalence between groups regarding their English proficiency levels, a pre-test was administered to all participants. Subsequently, their scores were statistically processed to verify the equivalence of the groups. The arithmetic means and standard deviations for each group were calculated, and statistical differences between the groups were analyzed using a one-way Analysis of Variance (ANOVA). This approach allows for comparing the differences among three or more groups to ensure that there are no statistically significant differences in language proficiency levels before the experiment begins. The results are presented in the following table.

Table (2) ANOVA test Results for vocabulary pre-test

	Group 1 (corrective feedback)	Group 2 (positive feedback)	Control
MEAN	5.4286	5.307	5.392
S.D	1.3536	1.21	1.302
p-value (ANOVA) = 0.910			
F-value 0.16			

The results in the table indicate that there are no statistically significant differences between the three groups where the p-value from the ANOVA test is 0.910, which is greater than 0.05. This indicates that there are no statistically significant differences between the means of the three groups. Additionally, the low F-value of 0.16 further supports this conclusion.

3.2. Construction of the Study Instrument

To achieve the aims of the study, one instrument has been constructed and administered, which is represented in a vocabulary acquisition test.

The test has been conducted according to the following steps:

- 1- The researcher made a list of bilingual vocabulary after reviewing the curricula for the first year of English section students. Sixty pairs of Arabic words are chosen with the English equivalent in front of them. The words are divided into three groups (20 verbs – 20 adjectives – 20 nouns).
- 2- Review previous related studies, as well as navigating for many websites, links such as IELTS, TOEFL, etc.
- 3- The test is multiple choice, where participants choose the right answer according to a definite question.
- 4- Reliability and validity have been confirmed as follows:

In a broader sense, validity pertains to the suitability of a given test or any of its components as an accurate measure of its intended purpose. It is a crucial aspect that significantly influences the test's worth, before reliability, although interconnected with it. Nevertheless, validity is intricately connected to the substance and structure of a test, while reliability pertains to the scores obtained. (Mohajan, 2017)

3.2.1. Face validity

Face validity pertains to the apparent suitability of a measure or procedure, and whether, on the surface, it seems to accurately represent the construct it is intended to measure. The evaluation of face validity relies on the subjective judgment of individuals to determine whether the measure in use is suitable for the intended purpose or question. It involves a surface-level assessment of whether the measure looks like it is measuring what it claims to measure. (Blerkom, 2017) Therefore, the English as a Foreign Language (EFL) vocabulary test was administered to a cohort consisting of 12 individuals, comprising arbitrators of EFL specialists in curriculum and instruction, supervisors, and English teachers. They were tasked with reviewing the test items and providing their perspectives on the following aspects:

The test's appropriateness for the students' language proficiency level, including considerations of linguistic accuracy, clarity, and length, is evaluated. Additionally, the suitability of the test items for assessing EFL vocabulary acquisition is examined. The test received approval from over 85% of the arbitrators, resulting in no questions being removed, and the total number of multiple-choice questions remained unchanged at 60.

3.2.2. Construct validity

Construct validity has been established by examining the correlation between items scores and the level of linguistic significance they conveyed (verb, adjective, noun). The item scores show a positive correlation with the level of linguistic significance they convey (such as verb, adjective, noun), this indicates that the test effectively measures the required linguistic traits.

As well as internal consistency was confirmed through:

Correlation coefficient between each item and the linguistic significant to which it belongs: The correlation coefficient was found using Pearson's correlation coefficient and ranged within (0.523** - 0.638**).

3.2.3. Reliability

The test reliability was found using Cronbach's Alpha equation, and the Cronbach's alpha method of calculating the reliability is considered appropriate to the definite answer tests (0 or 1), the reliability value was (0.92), which is a high reliability value.

Test correction : A key answer is developed as every question is donated one degree for correct answer and zero for wrong one

4. RESEARCH EXPERIMENT APPLICATION

- The experiment began on the 8th of January 2024 till the 29th of January 2024 continued for four weeks during first semester of (2023 -2024).
- The schedule for three groups is Sunday for first experimental group (were studied by corrective feedback) ,
- Tuesday for second experimental group (is taught using by positive feedback) ,
- Thursday for control group (is taught using is taught using conventional method ,
- the three groups studied the same lessons of student book in these period and session was (45 min).

5. STATISTICAL ANALYSIS

After completing the implementation of the research tools, the results were recorded and analyzed statistically using the following methods:

Descriptive Statistics: This included calculating the mean and standard deviation for the research group in the pre-test and post-test applications of the motivation scale.

Inferential Statistics: it was done by using statistical software (SPSS version 22) to determine the significance of the difference between the scores of the experimental and control groups on the research tools. The statistical methods used to answer the research questions included:

ANOVA test for comparing of three groups

T-test for comparing the means of two samples.

Post-hoc Analysis using Eta-squared (η^2) to determine the effect size.

Correlation Coefficients to calculate internal consistency.

Cronbach's Alpha to assess the reliability of the tests.

6. DATA ANALYSIS

6.1. Results of first Hypothesis which states that **“There is no significant difference between the mean scores of the first experimental group and the control group concerning achievement in vocabulary**

To explore if there is any difference between the mean scores of the two groups, the t-test formula for two independent groups is employed, the Mean, SD, degree of freedom and sig difference is calculated, the results illustrates in the next table

Table (2) Arithmetic means, SD, T (test value) for vocabulary post-test for first experimental and control groups

Group	N	Arth. Mean	SD	T (VALUE)		DF	sig
First experimental	40	109.83	9.20	Computed	Tabulated	68	0.00
Control	40	51	1.60	20	18		

By reading the previous table, we find that the computational value of T is 20 i.e. it is greater than its tabulated value which is 18 and sig. The p-value being less than 0.05 indicates a statistically significant difference between the grades in the English vocabulary acquisition test of the control group students, who studied in the conventional manner, and the first experimental group, who studied with corrective feedback in favor of Experimental group, Which indicates rejection of the first hypothesis

To determine the effect of the corrective feedback strategy on vocabulary acquisition, the effect size (d) of the independent variable (corrective feedback strategy) on the dependent variable (vocabulary acquisition) was calculated. The value of eta squared (η^2) was used here to indicate the proportion of total variance in the dependent variable (vocabulary acquisition) that can be attributed to the influence of the independent variable. The table below outlines the effect size and eta values, where an eta value of 0.13 indicates a large effect, and an eta value of 0.21 indicates a very large effect (Kelley, 2012).

Table (3): Effect Size of the Independent Variable (Corrective Feedback Strategy) on the Dependent Variable (Vocabulary Acquisition)

Independent Variable	Corrective Feedback	η^2 Value	D value	Effectiveness size
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	Strategy			
Dependent Variable	Vocabulary Acquisition	0.193	1.091	Large

Referring to the table above, we can observe that the η^2 value is 0.193 and the d value is 1.091, which indicates a very large effect size. This demonstrates the impact of employing the corrective feedback strategy on vocabulary acquisition.

6.2.Results Related to second Hypothesis which states that " There are no statistically significant differences between the mean scores of the second experimental group and control group in English vocabulary acquiring test "

To explore if there is any difference between the mean scores of the two groups, the t-test formula for two independent groups was employed the Mean , SD , degree of freedom and sig difference were calculated , the results illustrates in the next table :

Table (4) Arithmetic means , SD and T (test) value for vocabulary post-test for second experimental and control groups

Group	N	Arth. Mean	SD	T (VALUE)		DF	sig
Second experimental	40	98.10	11.2	Computed	Tabulated	69	0.00
Control	40	55	4.70	22	19		

By reading the previous table it was found that the computational value of T is (22) i.e it is greater than its tabulated value which is (19) and sig. The p-value being less than 0.05 suggests a statistically significant difference between the grades in the English vocabulary acquisition test of the students in the control group, who followed the conventional method, and the second experimental group, who were taught with positive feedback. This difference favors the second experimental group. Consequently, the second hypothesis is rejected

To determine the effect size of the positive feedback strategy on vocabulary acquisition, the effect size (d) of the independent variable (positive feedback strategy) on the dependent variable (vocabulary acquisition) was calculated. The value of eta squared (η^2) was used here to indicate the proportion of total variance in the dependent variable (vocabulary acquisition) that can be attributed to the influence of the independent variable. The table below indicates the effect size and eta values.

Table (5): values of η^2 and effectiveness size

Independent Variable	Corrective Feedback Strategy	η^2 Value	D value	Effectiveness size
Dependent Variable	Vocabulary Acquisition	0.188	1.089	Very Large

Referring to the table above, we can observe that the η^2 value is 0.188 and the d value is 1.089, which indicates a very large effect size. This demonstrates the impact of employing the positive feedback strategy on vocabulary acquisition.

6.3. Results Related to third Hypothesis which states that “ **There is no significant difference between the mean scores of the first experimental group and the second experimental group concerning achievement in vocabulary.**”

To explore if there is any difference between the mean scores of the two groups, the t-test formula for two independent groups was employed the Mean , SD , degree of freedom and sig difference were calculated , the results illustrates in the following table :

Table (6) Arithmetic means , SD and T (test) value for vocabulary post-test for first experimental and second experimental groups

Group	N	Arth. Mean	SD	T (VALUE)		DF	sig
First experimental	40	27.6	2.71	Computed	Tabulated	64	0.05
Second experimental	40	19.4	6.21	20	18		

By reading the previous table, we find that the computational value of T is (20) i.e it is greater than its tabulated value which is (18) and sig. A p-value equal to 0.05 indicates a marginally significant difference between the grades in the English vocabulary acquisition test of the first experimental group, which utilized corrective feedback, and the second experimental group, which employed positive feedback. This difference is in favor of the first experimental group. Consequently, the third hypothesis is rejected.

6.4 Results that related to fourth hypotheses which states “ 4- There are no statistically significant differences between the three groups: the first experimental group, the second experimental group, and the control group concerning achievement in vocabulary”

To explore if there is any difference between the mean scores of the three groups ANOVA test was employed the Mean , SD , and sig difference were calculated , the results illustrates in the following table

Table (7) Means , S.D and ANOVA test value for the three groups

	Group 1 (corrective feedback)	Group 2 (positive feedback)	Control
MEAN	7.2143	7.012	6.53
S.D	1.0905	1.092	1.216
p-value (ANOVA) = 0.012 F-value = 3.87			

The table above indicates that the ANOVA test value is (0.012) which is higher than the significance level of 0.05, this suggests that there are differences between the scores of the three groups in the English vocabulary test. Consequently, the third hypothesis is rejected

7. CONCLUSIONS

1. The positive impact of corrective feedback strategies in teaching the English language, especially vocabulary, appears from the results of the study, as it has been showed through their degrees that the level of students' acquisition of vocabulary increased after they have been taught with corrective feedback strategies.

- 1- The level of students' acquisition of English vocabulary increased after being taught using positive feedback as well .
- 2- The level of students who have been taught in English language classes using corrective feedback is higher than those students who have been taught using positive feedback .This may be due to the fact that correcting and directing mistakes leaves a deeper impact on learning for the individual more than enhancing the positives

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