

## EXPLICIT TEACHING FOR CONJUNCTIVE ADVERBIAL RECOGNITION PROBLEMS OF PROSPECTIVE ELT TEACHERS

### ADAY İDE ÖĞRETMENLERİNİN BAĞLAYICI ZARF TANIMA PROBLEMLERİNE YÖNELİK DOĞRUDAN ÖĞRETİM

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**Abstract:** This study focused on conjunctive adverbial recognition problems of prospective English Language Teaching (ELT) teachers, and provided them a remedial teaching. The study adopted a quasi-experimental design, and pretest, posttest, and delayed posttest were implemented to the participants. The participants were 25 students studying at an ELT department. After the pretest, a remedial teaching comprising four class hours was conducted through explicit teaching. The posttest was implemented after two weeks from the pretest, and the delayed posttest was implemented nearly three and a half years after the posttest. The data collected from the participants were evaluated through IBM SPSS Statistic 22 software. The findings were presented in tables and diagrams. The study indicated that remedial teaching helped considerably the prospective ELT teachers to overcome their problems regarding conjunctive adverbials. The study also showed that remedial teaching has a consistent effect on the participants' performances even after several years. The results highlighted importance of remedial teaching of this kind in foreign language teacher education programs. Based on the results, limitations and suggestions derived from the study were discussed, and several pedagogical implications for foreign language teacher education were provided at the end.

**Keywords:** *Explicit teaching, conjunctive adverbials, ELT, prospective foreign language teachers*

**Özet:** Bu çalışma İngiliz Dili Eğitimi (İDE) öğretmen adaylarının bağlayıcı zarf tanıma problemleri üzerinde durmuş ve onlara bir telafi öğretimi sağlamıştır. Çalışma yarı deneysel desen kullanmıştır ve katılımcılara ön test, son test ve geciktirilmiş son test uygulanmıştır. Katılımcılar bir İDE bölümünde öğrenim gören 25 öğrencidir. Ön testten sonra, dört ders saatini içeren doğrudan öğretimle bir telafi öğretimi gerçekleştirilmiştir. Son test, ön testten iki hafta sonra ve geciktirilmiş son test de, son testten yaklaşık olarak üç buçuk yıl sonra uygulanmıştır. Katılımcılardan toplanan veri IBM SPSS İstatistik 22 yazılımı aracılığıyla değerlendirilmiştir. Bulgular, tablolar ve grafikler aracılığıyla sunulmuştur. Çalışma, telafi öğretiminin aday İDE öğretmenlerinin bağlayıcı zarflarla ilgili problemlerinin üstesinden gelmelerinde önemli ölçüde yardım ettiğini göstermiştir. Çalışma ayrıca telafi öğretiminin katılımcıların performansları üzerinde birkaç yıl sonra bile kalıcı etkiye sahip olduğunu göstermiştir. Sonuçlar bu türden bir telafi öğretiminin yabancı dil öğretmen eğitimi programlarındaki önemini vurgulamıştır. Sonuçlardan hareketle, çalışmadan çıkarılan sınırlılıklar ve öneriler tartışılmış ve sonunda yabancı dil öğretmen eğitimi için eğitimsel tavsiyelerde bulunulmuştur.

**Anahtar Sözcükler:** *Doğrudan öğretim, bağlayıcı zarf, İDE, aday yabancı dil öğretmenleri*

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## Introduction

Cohesion in both written and spoken discourse plays preliminary role in delivering messages without losing intended meaning of a communication. Using grammatical items appropriately and accurately in a foreign language may become troublesome for language learners. Conjunctive adverbials can be regarded as one of these problematic aspects of foreign language for learners. Adverbial expressions allow language users interpret associations between two parts of a discourse by serving as logical connectors. Celce-Murcia and Larsen-Freeman (1999) divided these logical connectors into three categories as adverbial subordinators (e.g. after, although, because), conjunctive adverbials (e.g. conversely, indeed, nevertheless), and coordinating conjunctions (e.g. but, or, and). The current study focused on the second type of these cohesive devices, conjunctive adverbials. Conjunctive adverbials are termed in various ways in the literature as linking adverbials (Biber, Johansson, Leech, Conrad & Finegan, 1999), connectives (Finch, 2000), connective adjuncts (Huddleston & Pullum, 2002), connective adverbs (Huddleston & Pullum, 2002), linking adjunct (Carter & McCarthy, 2006), conjuncts (Wales, 2014). Celce-Murcia and Larsen-Freeman (1999, p. 522) defined conjunctive adverbials as “Conjunctive adverbials, unlike adverbial subordinators, are complete adverbials unto themselves. They do not subordinate a clause; rather, they connect independent clauses”. *Additionally, furthermore, likewise, after all, alternatively, consequently, conversely, for example/instance, in particular, similarly, nevertheless, still* etc. are several examples of conjunctive adverbials that are frequently come across and used in both written and spoken discourse. Similar to other adverbials, conjunctive adverbials may appear at initial, middle, and final positions of a sentence: For example:

*However, raccoons are much smaller.*  
*Raccoons and bears are related animals. Raccoons are much smaller, however.*  
*Raccoons, however, are much smaller.*  
(Celce-Murcia &Larsen-Freeman, 1999, p. 523)

Flexibility of conjunctive adverbials in a sentence may also cause punctuation problems for language users (Gorjian, Pazhakh & Naghizadeh, 2012). Depending on their places and particular features, conjunctive adverbials can be used with a period, semicolon, or comma. The following sentences give examples of punctuations in conjunctive adverbials:

*He tried every means possible. However, he could not steer the boat out of the storm.*  
*He tried every means possible; however, he could not steer the boat out of the storm.*  
*He tried every means possible. Nevertheless he could not steer the boat out of the storm.*  
(Celce-Murcia &Larsen-Freeman, 1999, p. 525)

## Literature Review

Literature presents many studies dealing with different aspects of adverbials, and treatment studies in foreign language teacher education based on writing and recognition problems; for example, functions of adverbials in narrative discourse (Koike, 1996), adverbial syntax (Cinque, 2004; Holmer, 2012), recognition problems and treatment studies (Demirezen, 2012; Demirezen, 2013; Demirezen, 2015; Demirezen, 2019). The following paragraphs discuss several of them which are directly related to the current study.

Neil and Higham (2012) investigated conjunctive rule set application to natural words through implicit learning. The participants memorized a set of words chosen purposefully. Then, they classified these items under several categories. The analysis of these categories showed that conscious micro-rules did not affect the participants' performances. They proposed the use of alternative materials in implicit grammar learning. In another study, Gorjian, Pazhakh and Naghizadeh (2012) compared the use of conjunctive adverbials in writing samples of native and non-native researchers. They followed a quantitative text analysis in their study to compare the writing samples of Iranian researchers and English researchers. The results demonstrated that non-native researchers use less conjunctive adverbials than native researchers. They provided suggestions on teaching conjunctive adverbials to students at primary levels. Similarly, Liu (2008) explored linking adverbials usage patterns and frequency in English. The study found that overall use of linking adverbials in fiction was higher than in news writing, as well as other writings. Moreover, the study indicated that linking adverbials were used in news less than in the other registers. Likewise, Tapper (2005) explored the usage of connectives in argumentative essays of advanced level EFL learners. The researcher benefited from the International Corpus of Learner English to gather the data, and classification model and data analyses were presented holistically. The findings showed that there were differences between Swedish students and American students in terms of their usage of connectives, and American university students tended to use adverbial connectives less than Swedish EFL learners. In the same manner, Chen (2006) searched use of conjunctive adverbials in two different corpora. The first corpora comprised 23 papers prepared by language users from Taiwan and the second corpora comprised 10 journal articles from internationally prestigious journals. Quantitative results of the study showed that language users in the first group overused conjunctive adverbials in terms of word-level. Furthermore, the qualitative data revealed that some of these language learners used conjunctive adverbs in an inappropriate way. Additionally, Lei (2012) reported linking adverbials' use in academic writing samples of Chinese students. Target corpus comprised 20 doctoral dissertations of applied linguistic students, and the control corpus comprised 120 articles from different journals of applied linguistic. Results indicated that the target group used more conjunctive adverbials than the professional writers in the control group, and they used comparatively a limited set of linking adverbials. Lastly, Altner (2017) investigated difficulty level of conjunctive adverbs for English majoring students. The researcher applied a remedial teaching to the students after a pretest. Posttest findings showed a statistical difference after the

remedial teaching. The results underlined importance of practicing difficult language items for language learners. All in all, aforementioned research studies in the literature showed that conjunctive adverbials may be a problematic aspect of foreign language in different areas of language use.

Based on these assumptions, the current study focused on conjunctive adverbials. When we consider prospective EFL teachers, this situation may become a critical point to be dealt with as their future classroom practices would lead to fossilized and irreversible learning habits in their students. In this respect, the focus of this experimental study comprised students of an ELT department of an education faculty in Turkey, and their use of conjunctive adverbials. This study can be accepted as an important one because it included a delayed posttest in the data gathering process which made this study different from previous research studies. In this regard, research questions of the present study are:

1. What is the overall success of ELT students in terms of conjunctive adverbials?
2. Is there a meaningful difference among the pretest, posttest, and delayed posttest results of ELT students in terms of conjunctive adverbials?
3. Is there a meaningful difference between the pretest and the posttest results of ELT students in terms of conjunctive adverbials?
4. Is there a meaningful difference between the pretest and the delayed posttest results of ELT students in terms of conjunctive adverbials?
5. Is there a meaningful difference between the posttest and the delayed posttest results of ELT students in terms of conjunctive adverbials?
6. Did they need a remedial teaching?

## **Methodology**

### **Research Design**

The aim of this study was to explore success levels of ELT students and to provide them with a remedial teaching in terms of conjunctive adverbials. The study followed a one-group quasi-experimental design by implementing pretest, posttest, and delayed posttest involving 50 multiple choice questions. One-group experimental design is the design of interrupted-time series, and it can be defined as a set of measurements obtained at intervals completed a period of time. In this design, time series are interfered by a treatment. It is similar to pretest-posttest design as it involves measurements related to the dependent variable both before and after the treatment, but it involves pretest and posttest measurements unlike the pretest-posttest design (Cook & Campell, 1979). Quasi-experimental designs help researchers to monitor changes in their students' performances through implementation of quantitative methods (Sagor, 2005). Since this study was a one-group experimental design, fixing the assumptions was not necessary.

## Setting and Participants

The study was conducted at an ELT department of an education faculty of a public university in Turkey. Purposeful sampling and convenient sampling strategies were applied to define the participants (Patton, 2002; Yıldırım & Şimşek, 2013). Initially, 30 students participated in the pretest and the posttest, but the number of students decreased to 25 in the delayed posttest. Therefore, the researcher included only the data regarding participants of the delayed posttest. There were 20 (80 %) females and 5 (20%) males in the study. While 22 (88%) of the students attended preparatory class education delivered in English prior to faculty education, 3 (12%) of them did not attend these classes. There were 6 (24%) students who had graduated from general high schools, and 19 (76%) students who had graduated from Anatolian high schools. The researcher was also a lecturer at the same university, had MA degree in ELT, and had teaching experience more than six years when the remedial teaching was conducted. Features of the participants were summarized as follows (Table 1):

Table 1

### *Profiles of the Participants*

Profiles	Category	n	%
Sex	Male	5	20
	Female	20	80
Preparatory Class Education	Yes	22	88
	No	3	12
Graduated High School Type	General High School	6	24
	Anatolian High School	19	76

## Data Collection Instrument

Data collection instrument of the study was a test which consisted of 50 multiple choice questions comprising conjunctive adverbials, conjunctions, and adverbs. It had a minimum of score of 2 and a maximum score of 100. The test was prepared by the researcher, and each question aimed at testing the participants' success of conjunctive adverbials in English. Three experts analyzed the test items carefully for validity purpose. The researcher changed places and numbers of the test items in order to prevent students' recalling of their answers before the implementations.

## Procedure

After the pretest, the researcher applied a remedial teaching of four class hours to the participants through explicit teaching by means of deductive instruction. Explicit teaching helps learners to develop metalinguistic awareness of a rule, and deductive instruction provides learners with a

rule which they can practice (Ellis, 2008). The remedial teaching process focused on conjunctive adverbials through explanations and examples from grammar books (e.g. Celce-Murcia & Larsen-Freeman, 1999; Eastwood, 2006; Kalay, 2013; Swan & Walter, 2011; Yule, 2006) and examples from Longman Dictionary of Contemporary English (5<sup>th</sup> ed.). Then, the posttest was administered to measure students' ability in perceiving conjunctive adverbials after two weeks. Finally, the delayed posttest was administered to students nearly three and half years later.

### Data Analysis

Quantitative research inquiry was followed to address the data obtained from the participants. IBM SPSS Statistic 22 software was used in evaluation of the data. Descriptive statistics were presented in numbers (n), percentages (%), means ( $\bar{X}$ ), standard deviations (Sd.), minimum scores, and maximum scores. Friedman Test was used to investigate difference between the repeated tests, and Wilcoxon Signed Ranks Test was used to compare the groups. Significance level was accepted as  $p < 0.05$ . Accordingly, the results were reported descriptively in tables and diagrams.

### Findings

The research question investigated overall success of ELT students with respect to conjunctive adverbials. The following table (Table 2) summarized the findings as:

Table 2

#### *Overall Success of the Participants*

Model	n	Mean	Sd.	Min	Max
Pretest	25	47.84	27.61	2.00	100
Posttest	25	95.04	9.17	56.00	100
Del. Post.	25	91.60	9.07	58.00	100

According to findings presented in Table 2, while mean score of the pretest is 47.84, mean score of the posttest is 95.04, and mean score of the delayed posttest is 91.60. While minimum scores of the tests respectively are 2, 56, and 58; 100 is maximum score for all of the tests. The following diagram (Diagram 1) clearly shows the means of pretest, posttest, and delayed posttest:

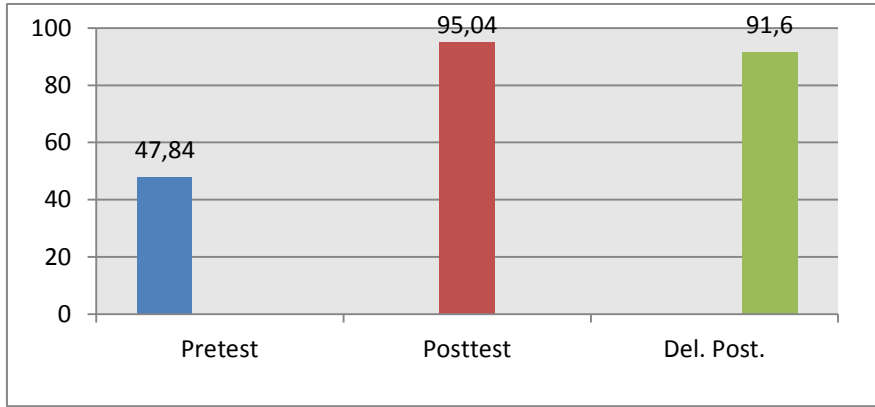


Diagram 1. Results of the tests

Results of the tests showed differences in terms of their overall successes. While observed difference from the pretest to the posttest was in a positive direction, the observed difference from the posttest to the delayed posttest was in a negative direction. The following diagram (Diagram 2) shows that there was a 98.66% of increase from the pretest to the posttest, while there was a 3.75% of decrease from the posttest to the delayed posttest:

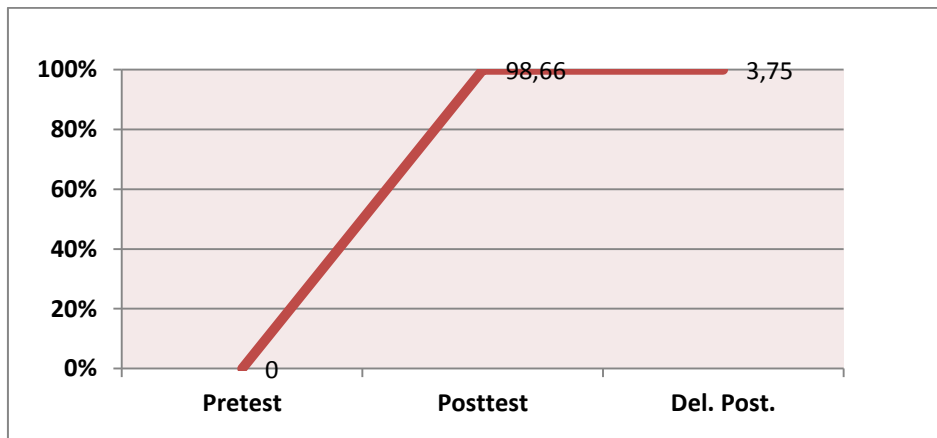


Diagram 2. Variations among the tests

The second research question investigated whether there was a meaningful difference among the test results in general. Friedman Test was conducted to answer this research question. The following table (Table 3) indicates the test results as:

Table 3

*Friedman Test Results*

Model	n	Mean	SD	Min	Max	Chi-Square	df	p
Pretest	25	47.84	27.61	2.00	100	27.237	2	<0.001
Posttest	25	95.04	9.17	56.00	100			
Del. Post.	25	91.60	9.07	58.00	100			

\*Friedman Test

According to Table 3, analysis of the data showed that there was a meaningful difference among the results of participants in terms of their success of conjunctive adverbials,  $p < .001$ . In other words, the remedial teaching affected the success of ELT students in terms of conjunctive adverbials in general. The researcher implemented Wilcoxon Signed Ranks Test to the data to answer 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> research questions, and presented the results of these research questions in the same table, Table 4. The third research question investigated whether there was a meaningful difference between the pretest and posttest results. The following table (Table 4) shows comparison of the test results as:

Table 4

*Comparison of the Test Results*

		n	Mean Rank	Sum of Ranks	Z	p
Posttest - Pretest	Negative Ranks	3	2.83	8.50	-4.145 <sup>a</sup>	.000
	Positive Ranks	22	14.39	316.50		
	Ties	0				
	Total	25				
Del. Post.- Pretest	Negative Ranks	2	3.25	6.50	-4.198 <sup>b</sup>	.000
	Positive Ranks	23	13.85	318.50		
	Ties	0				
	Total	25				
Del. Post.- Posttest	Negative Ranks	17	11.44	194.50	-2.217 <sup>c</sup>	.027
	Positive Ranks	5	11.70	58.50		
	Ties	3				
	Total	25				

<sup>a</sup> Wilcoxon Signed Ranks Test. <sup>b</sup> Based on negative ranks. <sup>c</sup> Based on positive ranks.

According to Table 4, while mean score of the pretest before the application was  $\bar{X}=47.84$ , it increased to  $\bar{X}=95.04$  in the posttest after the application in terms of conjunctive adverbials,



$p < .001$ . This result showed that the remedial teaching profoundly changed the success of the ELT students in terms of conjunctive adverbials. The fourth research question investigated whether there was a meaningful difference between the pretest and delayed posttest results. Wilcoxon Signed Ranks Test was conducted to figure out the test results. According to Table 4, while mean score of the pretest before the application was  $\bar{X}=47.84$ , it increased to  $\bar{X}=91.60$  in the delayed posttest after the application in terms of conjunctive adverbials,  $p < .001$ . The fifth research question investigated whether there was a meaningful difference between the results of posttest and delayed posttest. According to Table 4, while mean score of the posttest was  $\bar{X}=95.04$ , it decreased to  $\bar{X}=91.60$  in the delayed posttest after the application in terms of conjunctive adverbials,  $p < .005$ . In other words, there was a significant difference between the posttest and delayed posttest results in terms of ELT students' success in a negative way. Though the analysis indicated a significant difference, the decrease was not a substantial percentage in general. The sixth research question investigated whether the participants needed a remedial teaching. In this regard, quantitative results of the pretest, posttest, and delayed posttest showed that the treatment was effective in teaching conjunctive adverbials. When we compared the pretest result with the posttest result, and the delayed posttest result, it was obvious that the participants increased their performances profoundly in a positive direction. The findings indicated that the participants needed a remedial teaching in terms of conjunctive adverbials.

### **Conclusion and Discussion**

It was expressed in the literature that earlier years of faculty education can be regarded as one of the best times of revealing existing problems and providing remedial courses to improve prospective language teachers' skills (Demirezen, 2013; Demirezen, 2015; Yüce, 2019). Based on this assumption, this study tried to figure out prospective language teachers' problems in terms of conjunctive adverbials and to provide them with a remedial teaching to overcome their problems through explicit teaching. The delayed posttest of the study was applied nearly three and a half years after the remedial teaching. The results showed that remedial teaching helped the prospective language teachers to overcome their problems of conjunctive adverbs considerably. Furthermore, the results indicated consistent effect of remedial teaching even after several years.

Findings of this study supported the previous studies presented in the literature (Altner, 2017; Neil & Higham, 2012; Gorjian, Pazhakh & Naghizadeh, 2012; Chen, 2006; Liu, 2008; Lei, 2012). In a similar study, Altner (2017) demonstrated that one-hour of instruction helped learners improve their scores in terms of conjunctive adverbs. The current study showed that remedial teaching contributed to the pre-service ELT teachers' success of conjunctive adverbials. Additionally, Gorjian, Pazhakh and Naghizadeh (2012) suggested teaching of conjunctive adverbials at primary levels to help learners in order to overcome the problematic nature of conjunctive adverbials in writing process. The current study reported that dealing with conjunctive adverbial recognition problems at an early stage of ELT department can help pre-

service ELT teachers' performances at later stages of the department. Also, the findings of this study strengthen Neil and Higham's (2012) results which showed inefficiency of implicit teaching of conjunctive rule sets in performances of participants. The current study followed explicit teaching during the remedial study; the results showed that the explicit teaching was effective in overcoming the conjunctive adverbial recognition problems of pre-service ELT teachers. Last but not least, the current study supported the conclusions asserted by Chen (2006), Liu (2008), and Lei (2012) who revealed some problems in nonnative language learners' use of conjunctive adverbials.

### **Limitations and Suggestions**

The findings and conclusion discussed in this study also included several constraints. Initially, the study was conducted in a quasi-experimental design. Further studies can be designed by including experimental and control groups. Secondly, the remedial teaching involved only explicit instruction. Influence of explicit instruction and implicit instruction on remedial teaching of conjunctive adverbials can be compared. Thirdly, the number of the participants can be accepted as a limitation in this study. There were 30 participants at the beginning of the study, but the number of participants decreased to 25 at the delayed posttest. New studies including large numbers of participants can be designed. Lastly, the delayed posttest was applied to the students after nearly three and half years. During those years, they followed their degree at the department, and they were exposed to a variety of instruction. Accordingly, there may be many other variables that affected their overall success.

### **Pedagogical Implications**

Revealing problematic areas in foreign language teacher education holds critical importance for prospective foreign language teachers. Treating troublesome areas as soon as possible appropriately can help them to overcome their recognition and production problems in the target language which they are expected to teach in their professional lives. Once they become aware of this kind of usages, they can express themselves more correctly and properly in the target language. Remedial teaching can enhance their performances in written and spoken discourse.

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## Geniş Özet

### Giriş

Hem yazılı hem de sözlü söylemde tutarlılık, iletişimde mesajların amaçlanan anlamını yitirmeden tesliminde ön rol oynar. Bazı öğelerin yabancı dilde uygun ve doğru bir biçimde kullanılması, yabancı dil öğrenenler için zor olabilir. Bağlayıcı zarflar, öğrenciler için yabancı dilin bu problemlili öğelerinden kabul edilebilir. Bu varsayıma dayanarak, bu çalışma bağlayıcı zarflara odaklanmıştır. Bu çalışma alanda önemli bir çalışma olarak kabul edilebilir, çünkü bu çalışmayı önceki çalışmalarından farklı kılan veri toplama sürecine gecikmeli son test dahil etmesidir. Bu bağlamda, çalışmanın araştırma soruları şunlardır:

1. ELT öğrencilerinin bağlayıcı zarflar açısından genel başarısı nedir?
2. ELT öğrencilerinin bağlayıcı zarflar açısından ön test, son test ve gecikmeli son test sonuçları arasında anlamlı bir fark var mıdır?

3. ELT öğrencilerinin bağlayıcı zarflar açısından ön test ve son test sonuçları arasında anlamlı bir fark var mıdır?
4. ELT öğrencilerinin ön test ve gecikmeli son test sonuçları arasında bağlayıcı zarflar açısından anlamlı bir fark var mıdır?
5. ELT öğrencilerinin son test sonuçları ile gecikmeli son test sonuçları arasında bağlayıcı zarflar açısından anlamlı bir fark var mıdır?
6. Öğrencilerin telafi öğretimine ihtiyaçları var mıydı?

### **Amaç**

Yabancı dil öğretmen adayları söz konusu olduğunda, gelecekteki sınıf uygulamalarının öğrencilerinde kemikleşmiş öğrenmelere ve geri dönüşü olmayan öğrenme alışkanlıklarına yol açabileceği için bu durum ele alınması gereken kritik bir nokta haline gelebilir. Bu bağlamda, Türkiye'deki bir eğitim fakültesinde İDE bölümünde öğrenim gören öğretmen adaylarının yabancı dilde bağlayıcı zarfları doğru kullanmaları bu telafi öğretimi çalışmasının odağı olmuştur.

### **Yöntem**

Çalışmada, 50 çoktan seçmeli soruyu içeren ön test, son test ve geciktirilmiş son test uygulanarak tek gruplu deneysel bir tasarım izlenmiştir. Yarı deneysel tasarımlar, nicel yöntemlerin uygulanması yoluyla araştırmacıların öğrencilerinin performanslarındaki değişiklikleri izlemelerine yardımcı olur (Sagor, 2005). Çalışma, Türkiye'de bir devlet üniversitesinin bir eğitim fakültesi İDE bölümünde gerçekleştirilmiştir. Katılımcılar amaçlı örnekleme ve kolay ulaşılabilir örnekleme yöntemleriyle belirlenmiştir. Çalışma yaklaşık üç buçuk akademik yıl sürmüştür, ilk uygulama Ekim, 2015'de ve son uygulama ise Nisan, 2019'da yapılmıştır. Sayılar (n), yüzdeler (%), ortalamalar ( $\bar{X}$ ), standart sapmalar (Sd.), minimum değerler ve maksimum değerler çalışmanın betimsel istatistikleri için kullanılmıştır. Çalışmada tekrarlı Friedman Testi gruplar için ve Wilcoxon İşaretli Sıralar Testi ise grupları karşılaştırmak için kullanılmıştır.

Çalışmanın veri toplama aracı, bağlayıcı zarflar, bağlaçlar ve zarflardan oluşan 50 çoktan seçmeli sorudan oluşan bir testtir. Test araştırmacı tarafından hazırlanmıştır ve her bir soru, katılımcıların İngilizce bağlayıcı zarflardaki başarılarını test etmeyi amaçlamıştır. Üç alan uzmanı testin geçerliğini sağlamak amacıyla maddeleri dikkatlice analiz etmiştir. Araştırmacı, uygulamalardan önce öğrencilerin cevaplarını hatırlamalarını önlemek için test maddelerinin yerlerini ve sayılarını değiştirmiştir.

## Sonuç

Sonuçlar, telafi öğretiminin İDE öğretmen adaylarının yabancı dildeki bağlayıcı zarflara ilişkin algı sorunlarını önemli ölçüde aşmalarına yardımcı olduğunu göstermiştir. Ayrıca, sonuçlar telafi öğretiminin birkaç yıl sonra bile İDE öğretmen adayları üzerinde tutarlı etki gösterdiğini ortaya koymuştur. Yabancı dil öğretmeni eğitiminde, dilbilgisi bakımından sorunlu alanları tespit etmek ve bunları en kısa sürede ele almak, aday yabancı dil öğretmenleri için kritik öneme sahiptir. Aday yabancı dil öğretmenleri bu türden yapıların doğru kullanımlarını öğrendiklerinde, kendilerini hedef dilde sözlü ve yazılı olarak daha etkili ifade edebilirler. Bu çalışma çeşitli sınırlılıklar da içermektedir. Başlangıç olarak, çalışma yarı deneysel bir tasarımda gerçekleştirilmiştir. Bundan sonraki çalışmalara deney ve kontrol grupları dahil edilerek daha kapsamlı çalışmalar tasarlanabilir. İkincisi, çalışmada uygulanan telafi öğretimi sadece doğrudan öğretim yöntemini içeriyordu. Doğrudan öğretimin ve dolaylı öğretimin, bağlayıcı zarfların telafi öğretimi üzerindeki etkisi karşılaştırılabilir. Ayrıca, katılımcıların sayısı bu çalışmada başka bir sınırlılık olarak kabul edilebilir. Çalışmaya başlangıçta 30 öğrenci katılmıştır, ancak öğrencilerin sayısı gecikmeli son testte 25'e düşmüştür. Daha fazla katılımcı içeren yeni çalışmalar tasarlanabilir. Son olarak da, gecikmeli son test yaklaşık üç buçuk yıl sonra öğrencilere uygulanmıştır. Öğrenciler geçen bu süre içerisinde bölümdeki eğitimlerine devam etmişlerdir ve çeşitli alan dersleri almışlardır. Buradan hareketle, öğrencilerin en son elde ettikleri genel başarılarını etkileyen birçok değişken olabilir. Yabancı dil öğretmeni eğitiminde hedef dille ilgili sorunlu alanları ortaya çıkarmak, aday yabancı dil öğretmenleri için kritik öneme sahiptir. Sorunlu konuların mümkün olan en kısa sürede ele alınması, aday dil öğretmenlerinin mesleki yaşamlarında öğretmeleri beklenen konuları hedef dilde tanıma ve bunları doğru bir şekilde kullanma sorunlarını aşmalarına yardımcı olabilir. Bu türden öğelerin kullanımlarının farkına vardıklarında, hedef dilde kendilerini daha doğru şekilde ifade edebilirler.