

Giving feedback in second language writing



Developed from article of the same name by Edward Behrman



This study provides an overview of seven papers examining the role of providing corrective feedback in second language acquisition, and empirical studies about giving feedback in second language writing classrooms.



Practical implications are discussed.

Giving feedback in different contexts

- As technology progresses, more tools become available to help students get timely and individualized feedback.

- For example, Criterion online writing service aims to provide integrated and systematic feedback on language problems.

- Teachers should be aware of the limitations of computer-generated feedback.

- Teachers should also take students' needs and preferences into consideration when using technology-assisted feedback.

Teaching Suggestions

- **“Sustainable” feedback to move students towards self-regulation is needed. The feedback should be dialogic and from multiple sources involving teachers, students, and technology. (Carless et al., 2010)**

- **Teachers need to involve students fully when giving feedback.**

- **Teacher training programs should work to raise teachers' awareness of the different feedback sources and models of delivery available. Such programs should also help teachers be more aware of the development of computer-based feedback tools.**



HYLAND, F. (2010). FUTURE DIRECTIONS IN FEEDBACK ON SECOND LANGUAGE WRITING: OVERVIEW AND RESEARCH AGENDA. INTERNATIONAL JOURNAL OF ENGLISH STUDIES, 10(2), 171-182.

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