

# THE EFFECTIVENESS OF CORRECTIVE FEEDBACK IN SLA: A META-ANALYSIS

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## KEY TERMS

### Corrective Feedback:

*It refers to error correction on learners' written and/or spoken outputs*

## WHAT CAN I LEARN FROM THIS SECONDARY RESEARCH?

Which types of feedback are more effective?

## WHAT EVIDENCE IS SUMMARISED?

A total number of

# 33

primary studies (published between 1988 and 2007) have been collected and analysed in this study

## WHAT DOES IT FIND?

- For the development of L2 competence (implicit knowledge), implicit feedback can be more beneficial than explicit feedback
- For linguistic knowledge, explicit feedback can be more beneficial than implicit feedback
- EFL learners are more positive toward error correction than ESL learners
- What makes corrective feedback more effective in foreign language contexts is the instructional dynamics
- Recasts are more popular and effective in EFL contexts than in other contexts
- The effectiveness of feedback depends on several factors, including the type of feedback, the intensity of feedback, the complexity of linguistic structure, learners' differences
- Computerised feedback engages learners both audially and visually, making it more salient and memorable to learners
- Language learners who take intensive training programs are more receptive to corrective feedback than students in university language classes or students in immersion programmes
- Over a short period of time, explicit feedback is more effective than implicit feedback

## HOW CAN I USE THE FINDINGS IN MY TEACHING?

- By explicating to learners the effects of feedback, teachers can help learners become more receptive to error correction
- Implementing computerised feedback can help learners with different learning needs to benefit more from corrective feedback
- There is a need for language teachers to develop a repertoire of corrective feedback strategies to cater for diverse learners' needs