

TWENTY-FIVE YEARS OF RESEARCH ON ORAL AND WRITTEN CORRECTIVE FEEDBACK IN SYSTEM



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KEY TERMS

Corrective feedback

It refers to feedback which identifies and corrects learners' language errors for the sake of improvement

Prompt

Prompts refer to visual, spoken or written clues that teachers use to encourage learners to produce the target sentence

Recasting

When the same sentence of the students is reproduced, but in a correct form

Uptake

Uptake is the learners' accurate recognition and correction of an erroneous utterance or linguistic feature once they have been corrected by the teacher usually in the form of repetition or self-repair

WHAT EVIDENCE IS SUMMARISED?

20

studies on oral corrective feedback and

71

on written corrective feedbacks

WHAT CAN I LEARN FROM THIS SECONDARY RESEARCH?

What are the differences between different kinds of oral and written feedback?

HOW CAN I USE THE FINDINGS IN MY TEACHING?

- Teachers should be aware of the fact that different learners with different language proficiency levels may benefit from different types of feedback
- Types of corrective feedback and rationale for providing feedback need to be introduced to learners
- Regardless of the types of corrective feedback, the goal is to engage learners with feedback, bearing in mind that successful uptake is only a form of engagement. Less successful responses to feedback should also be viewed as engagement because feedback is a process

WHAT DOES IT FIND?

- Recasts seem to be more favoured by teachers among all other forms of corrective feedback
- Recasts maintain the flow of communication rather than undermining learners' confidence
- Recasts are more useful for children than prompts, which may lead to off-the-track responses
- For high school students and teenagers, prompts work better as they can attract more attention
- For adults, recasts are more beneficial
- When teachers are being observed, they tend to use more prompts to show the observer that the focus is on the corrective feedback
- Recasts are more noticeable when they are short, involve fewer changes and rising intonation
- Those students who have higher anxiety seem to enjoy recasts more
- Explicit instruction works better for simple sentences, and implicit instruction seems to be better for complex structures
- Providing feedback on students' errors is typically part of writing classes
- Stakeholders, teachers, and students are positive about written corrective feedback
- Advanced learners benefit more from feedback than intermediate students