

A SYSTEMATIC REVIEW OF WRITTEN CORRECTIVE FEEDBACK RESEARCH IN ESL/EFL CONTEXTS

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WHAT CAN I LEARN FROM THIS SECONDARY RESEARCH?

What are the different types of WCF, writing tasks, and errors investigated in research?

WHAT DOES IT FIND?

- **Different types of WCF include:**
 - a) Direct/indirect (coded) WCF
 - b) Focused (selective)/unfocused (comprehensive)WCF
 - c) Metalinguistic WCF (metalinguistic explanation)
 - d) Synchronous/asynchronous WCF
 - e) Dynamic WCF Computer-generated WCF
 - f) Alternative WCF (e.g., peer WCF)
- **Writing tasks investigated in WCF research include:**
 - a) Sentence writing,
 - b) Paragraph writing,
 - c) Short writing (e.g., picture descriptions)
 - d) Essays (e.g., argumentative essays)

KEY TERMS

Written Corrective Feedback (WCF):

It refers to different forms of feedback for improving learners' L2 writing skills.

WHAT EVIDENCE IS SUMMARISED?

A total of **41**

WCF primary studies have been identified and analysed in this review



HOW CAN I USE THE FINDINGS IN MY TEACHING?

- Teachers' WCF strategies should be dependent on learners' needs and curricular expectations
- Teachers are advised to learn about different types of WCF so as to employ the most appropriate feedback strategy
- Teachers are advised to provide WCF that increases learners' linguistic awareness in addition to correcting their errors, for example, by incorporating metalinguistic explanations
- It is better to follow up on WCF provided in future writing tasks so that learners' awareness of linguistic errors is increased
- Technology plays an increasingly important role in WCF because it can help increase scalability of WCF strategies.

