

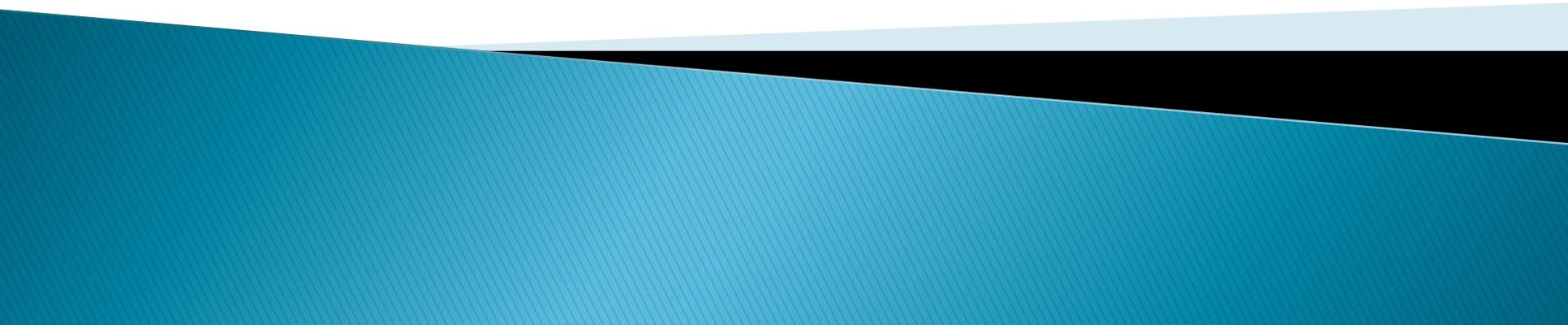
The Role of Corrective feedback in second language writing

Khaled Karim

PhD Candidate in Applied Linguistics, University of Victoria

Dr. Hossein Nassaji

Professor, Dept. of Linguistics, University of Victoria



Outline of the presentation

- A) Defining corrective feedback (CF)
 - B) Major types of CF
 - C) Research on CF
 - D) Pedagogical suggestions
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A) Defining Corrective Feedback

What is corrective feedback?

- ▶ Some of the most frequently used terms:
 - *corrective feedback*
 - *negative evidence*
 - *negative feedback*

- ▶ CF as “an indication to the learners that his or her use of the target language is incorrect” (Lightbown and Spada , 1999p. 172). The learners may get this indication in various ways.

B) Major Types of CF

Types of corrective feedback

There are two major types of written corrective feedback:

- i) Direct CF
- ii) Indirect CF

4 other types of feedback to correct linguistic errors in students' written work:

i) Metalinguistic CF

ii) Focused and unfocused CF

iii) Electronic feedback

iv) Reformulation

(Ellis, 2009; p. 98)

C) Research on CF

Research on CF in L2 writing

- ▶ Truscott's (1996) argument against corrective feedback
- ▶ Ferris's (1999) argument for corrective feedback

Early research

<p>Studies that claimed to have found positive evidence in support of the effectiveness of written CF:</p>	<p>Ashwell, 2000; Chandler, 2003; Fathman and Whalley, 1990; Ferris, 1997; Ferris and Roberts, 2001; Gascoigne, 2004; Lalande, 1982; Lee, 1997; Lizotte, 2001; Rob, Ross and Shortreed, 1986; and Sheppard, 1992.</p>
<p>Studies that did not find any positive evidence in support of the effectiveness of written CF:</p>	<p>Fazio, 2001; Kepner, 1991², Polio, Fleck and Leder, 1998; and Semke, 1984.</p>

▶ Some of the most significant design flaws pointed out by researchers are:

1) the lack of a control group

2) not measuring improvement of accuracy in new pieces of writing

3) and providing feedback on all the errors (unfocused feedback) but not on one or only a few types of errors at a time (focused feedback)

- ▶ Recent written CF studies with improved design tried to address the flaws in early studies.

Recent Research

Studies with control group	Bitchener, 2008; Bitchener and Knoch, 2008; Bitchener and Knoch, 2009a; Bitchener and Knoch, 2009b; Bitchener et al., 2005; Ellis et al., 2008; Ferris, 2006; Sheen, 2007; Sheen et al., 2009; Truscott and Hsu, 2008; Van Beuningen et al., 2008.
Studies without control group	Baker and Bricker, 2001; Ferris, 2006; Hartshorn et al., 2010; Liu, 2008; Storch and Wigglesworth, 2010.
Studies that measured accuracy on new pieces of writing	Baker and Bricker, 2010; Bitchener, 2008; Bitchener and Knoch, 2008; Bitchener and Knoch, 2009a; Bitchener and Knoch, 2009b; Bitchener et al., 2005; Ellis et al., 2008; Ferris, 2006; Hartshorn et al., 2010; Liu, 2008; Sheen, 2007; Sheen et al., 2009; Storch and Wigglesworth, 2010; Truscott and Hsu, 2008; Van Beuningen et al., 2008.
Studies that did not measure accuracy on new pieces of writing	Ferris, 2006; Hartshorn et al., 2010.
Studies that provided focussed feedback	Bitchener, 2008; Bitchener and Knoch, 2008; Bitchener and Knoch, 2009a; Bitchener and Knoch, 2009b; Bitchener et al., 2005; Ellis et al., 2008; Sheen, 2007; Sheen et al., 2009.
Studies that provided unfocussed feedback	Hartshorn et al., 2010; Liu, 2008; Truscott and Hsu, 2008; Van Beuningen et al., 2008.

Is written corrective feedback effective?

- ▶ Almost all the recent studies found positive and significant effects of written CF.

(Except Truscott and Hsu, 2008; Liu, 2008, Hartshorn et al., 2010)

Which type of feedback is more effective?

- ▶ No straightforward answer
 - ▶ Mixed results: Direct vs. indirect feedback
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- ▶ Although Research has not yet been shown what type of FB is more effective, more evidence is there about the usefulness of FB.

D) Pedagogical suggestions

Pedagogical suggestions

- ▶ All types of FB could be useful/effective. The effectiveness might depend on:
 - a. When should errors be corrected?
 - b. Which errors should be corrected?
 - c. How should feedback be provided?
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a. When should errors be corrected?

- ▶ Little empirical evidence to suggest when to correct errors.
 - ▶ “L2 student writers are both willing and be able to benefit from simultaneous feedback on content and form on the same draft” (*Ferris, 2002*).
 - ▶ Tolerating some errors help learners communicate confidently.
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- ▶ FB on preliminary drafts:
- ▶ FB on subsequent drafts:

(Ferris, 2002)

b. Which errors should be corrected?

- ▶ Error FB may be effective if it focuses on patterns of errors.
 - ▶ Teachers should use different marking strategies for 'errors' and 'stylistic differences'.
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Errors vs. Style difference (Ferris 2002; p. 53)

Errors

1. *Original student text:* In addition of the challenge...

Teacher correction: In addition to the challenge...

2. *Original student text:* Even they are not truly happy in here, but they still ...

we [word choice]

Teacher correction: Even they ...

3. *Original student text:* There are a lot of problems such like family tradition ...

as

Teacher correction: There are a lot of problems such ~~like~~ family tradition ...

Style Difference

1. **Original student text:** *It shows **that** culture, custom and language **identify** our **identity**.*

our?

to others

Teacher correction: *It shows **that** culture, custom and language **identify** ~~our~~ **identity**.*

2. **Original student text:** *Therefore, I have ~~hope~~ ^{dream} that it would lead me to success.*

I, too

Teacher correction: *Therefore, ~~I~~ have hope that it would lead me to success.*

3. **Original student text:** *As I observe some teachers here they do not have much respect for their parents and elders. In **addition**, they usually talk back to **their** parents.*

fact

them

Teacher correction: *In **addition**, they usually talk back to ~~their~~ **parents**.*

The most common ESL writing errors should be marked, i.e.:

- a) Morphological errors
- b) Lexical errors
- c) Syntactic errors
- d) Mechanical

▶ **Criteria that can help teachers make decisions about which errors to mark** (*Hendrickson, 1978; Ferris 2002*) :

- i) Errors that impair communication significantly
- ii) Errors that occur frequently in individual students' writing
- ii) Errors that have highly stigmatizing effects on the reader

c. How should errors be corrected?

- 1. Directly**
- 2. Indirectly**
- 3. Locating the errors**
- 4. Identifying the errors**
- 5. Using textual corrections and end notes**
- 6. Selecting larger or smaller categories of errors**

(Ferris, 2002)



Examples of marking strategies: *Locating, identifying, textual correction & end notes*

wanted

1. Direct correction: ...*could go anywhere they ~~want~~.*
2. Error location:.....*could go anywhere they want.*
3. Error code:*could go anywhere they want. Vt*
4. Error symbol:*could go anywhere they want* ___ ^ ___

(Ferris, 2002; p. 70-71)

tense

5. Verbal cue:could go anywhere they **want**.

6. Textual correction and end/margin notes:

wf

wf

pl

pl

Study hard and work hard differences language and culture to adopt in ...

Comment in margin:

Rewrite this sentence. Break into two sentences.

End note:

I'm not sure I understand this sentence. Can you rewrite it and make it clearer? You might try making it simpler by dividing it into two sentences.

(Ferris, 2002; p. 70-71)

Error types and abbreviation/code

Word choice	wc
Verb tense	vt
Verb form	vf
Word form	wf
Subject-verb agreement	sv
Article	art
Noun ending	n
Pronoun	pr
Fragment	frag
Punctuation	punc
Spelling	sp
Sentence structure	ss
Idiom	id
Plural	pl



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