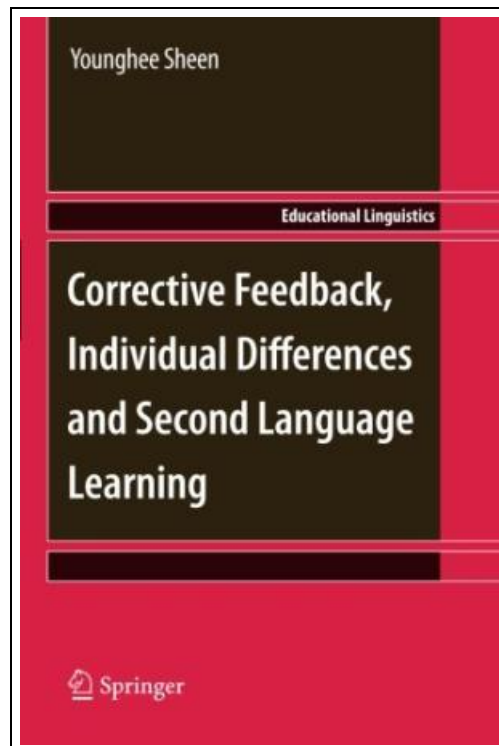


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CORRECTIVE FEEDBACK, INDIVIDUAL DIFFERENCES AND SECOND LANGUAGE LEARNING



Condition: New. Publisher/Verlag: Springer Netherlands | This thorough exploration of the conceptual framework behind both oral and written feedback in ESL classrooms provides a historical perspective on past research, synthesizes current work on the topic, and details an original study into the effects of feedback. | This book explores current thinking about the role of corrective feedback in language learning and teaching. Corrective feedback is a topic that is of relevance to both theories of second language learning and language pedagogy. Younghee Sheen, an Assistant Professor of Applied Linguistics at the American University in Washington D.C., offers a new perspective by reviewing a wide body of research on both oral and written corrective feedback and its contribution to second language acquisition. She also reports the results of her own study, pointing to the need to examine how individual factors such as anxiety and language aptitude mediate learners' ability to benefit from the oral and written feedback they receive. This book is an important resource for students and scholars of applied linguistics and second language acquisition. It will also be of interest to language teachers and teacher educators wanting to deepen their understanding of error correction strategies in the classroom. | TABLE OF CONTENTS Chapter 1: Introduction 1.1 Background 1.2 Overview Chapter 2: Oral Corrective Feedback 2.1 Oral Corrective Feedback and Second Language Acquisition 2.2 Theoretical Perspectives 2.2.1 Krashen's Input Hypothesis 2.2.2 Long's Interaction Hypothesis 2.2.3 Swain's Output Hypothesis 2.2.4 Schmidt's Noticing Hypothesis 2.2.5 Input Enhancement 2.2.6 Final Comments 2.3 Pedagogical Perspectives 2.3.1 Pedagogical Suggestions on Error Correction 2.3.2 Error Correction Practices in the Classroom and Learner Perceptions 2.3.3 Shifts in Pedagogical Views on Error Correction 2.4 Taxonomies of Corrective Feedback Strategies 2.4.1 Learner Uptake 2.4.2 Recasts 2.4.3 Metalinguistic Feedback 2.5 Empirical Research 2.5.1 Descriptive Studies 2.5.2 Experimental Studies 2.6 Conclusion Chapter 3: Written Corrective Feedback 3.1 Written Versus Oral CF: The Scope of my Inquiry into Written CF 3.2 Pedagogical Perspectives on Written Corrective Feedback 3.2.1 What Kinds of Errors Do...



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