**CORRECTIVE FEEDBACK IN L2 WRITING: SELECTED REFERENCES**

**(Last updated 25 November 2016)**

Al-Bakri, S. (2015). Written corrective feedback: Teachers¹ beliefs, practices and challenges in an Omani context, *Arab Journal of* *Applied Linguistics,1*(1), 44-73.

Aljaafreh, A. & Lantolf, J.P. (1994). Negative feedback as regulation and second language learning in the zone of proximal development. *Modern Language Journal, 78* (4), 465–483. Retrieved from http://www.jstor.org/stable/328585

Ashwell, T. (2000). Patterns of teacher response to student writing in a multiple-draft composition classroom: Is content feedback followed by form feedback the best method? *Journal of Second Language Writing, 9* (3), 227–257. [doi:10.1016/S1060-3743(00)00027-8](http://dx.doi.org.ezproxy.library.uvic.ca/10.1016/S1060-3743(00)00027-8)

Bitchener, J. (2008). Evidence in support of written corrective feedback. *Journal of Second Language Writing, 17*(2), 102–118.

Bitchener, J. (2012). Written corrective feedback for L2 development: Current knowledge and future research. *TESOL Quarterly, 46*(4), 855-860.

Bitchener, J., & Knoch, U. (2008).The value of written corrective feedback for migrant and international students. *Language Teaching Research, 12*(3), 409–431.

Bitchener, J., & Knoch, U. (2009).The value of a focused approach to written corrective feedback. *ELT Journal, 63*(3), 204–211.

Bitchener, J., & Knoch, U. (2010).Raising the linguistic accuracy level of advanced L2 writers with written corrective feedback. *Journal of Second Language Writing, 19*(4), 207–217. doi:10.1016/j.jslw.2010.10.002

Bitchener, J., & Storch, N. (2016). *Written corrective feedback for L2 development*. Bristol, UK: Multilingual Matters.

Brown, D. (2012). The written corrective feedback debate: Next steps for classroom teachers and practitioners. *TESOL Quarterly, 46*(4), 861-867.

Bruton, A. (2009). Designing research into the effects of grammar correction in L2 writing: Not so straightforward. *Journal of Second Language Writing, 18* (2), 136–140. doi:10.1016/j.jslw.2009.02.005

Carroll, S., & Swain, M. (1993). Explicit and implicit negative feedback: An empirical study of the learning of linguistic generalizations. *Studies in Second Language Acquisition,15*(3), 357–386.

Chandler, J. (2003). The efficacy of various kinds of error feedback for improvement in the accuracy and fluency of L2 student writing. *Journal of Second Language Writing, 12*(3), 267–296.

Chastain, K. (1981). Native speaker evaluation of student communication errors. *Modern Language Journal, 65*, 288-294.

Ellis, R. (2009). A typology of written corrective feedback types. *ELT Journal, 63* (2), 97–107. doi: 10.1093/elt/ccn023

Ellis, R. (2010). A framework for investigating oral and written corrective feedback. *Studies in Second Language Acquisition, 32* (2), 335–349. doi: 10.1017/S02772263109990544

Ellis, R. (2011, April 2). *The typology of written corrective feedback* [Video file]. Retrieved from <http://www.anaheim.edu/content/view/645/110>

Ellis, R., Sheen, Y., Murakami, M., & Takashima, H. (2008). The effects of focused and unfocused written corrective feedback in an English as a foreign language context. *System, 36* (3), 353–371. doi:10.1016/j.system.2008.02.001

Evans, N., Hartshorn, K., & Tuioti, E. (2010). Written corrective feedback: The practitioners’ perspective. *International Journal of English Studies, 10*(2), 47-77.

Fathman, A. K., & Whalley, E. (1990). Teacher response to student writing: Focus on form versus content. In B. Kroll (Ed.), *Second language writing: Research insights for the classroom* (pp. 178–190). New York, NY: Cambridge University Press.

Fazio, L. L. (2001).The effect of corrections and commentaries on the journal writing accuracy of minority- and majority-language students. *Journal of Second Language Writing, 10* (4), 235–249. doi:10.1016/S1060-3743(01)00042-X

Ferris, D. R. (1999). The case for grammar correction in L2 writing classes: A response to Truscott (1996). *Journal of Second Language Writing, 8*(1), 1–11.

Ferris, D.R. (2002). *Treatment of error in second language student writing.* Ann Arbor, MI: University of Michigan Press.

Ferris, D.R. (2003). Responding to writing. In B. Kroll (Ed.), *Exploring the dynamics of second language writing* (pp. 119–140). Cambridge, UK: Cambridge University Press.

Ferris, D. R. (2003). *Response to student writing: Implications for second language students*. New York: Routledge.

Ferris, D. R. (2004). The grammar correction debate in L2 writing: Where are we, and where do we go from here? (and what do we do in the meantime…?). *Journal of Second Language Writing, 13*(1), 49–62.

Ferris, D. R., & Hedgcock, J. S. (2005).*Teaching ESL composition: Purpose, process, and practice* (2nded.). New York: Routledge.

Ferris, D. R., & Roberts, B. (2001). Error feedback in L2 writing classes: How explicit does it need to be? *Journal of Second Language Writing, 10*(3), 161–184.

Goldstein, L. (2005). *Teacher written commentary in second language writing classrooms*. Ann Arbor, MI: University of Michigan Press.

Goldstein, L. (2006). Feedback and revision in second language writing: Contextual, teacher, and student variables. In K. Hyland & F. Hyland (Eds.), *Feedback in second language writing: Contexts and issues* (pp. 185–205). New York, NY: Cambridge University Press.

Goring Kepner, C. (1991). An experiment in the relationship of types of written corrective feedback to the development of second-language writing skills. *Modern Language Journal, 75*(3), 305–313.

Guénette, D. (2007). Is feedback pedagogically correct? Research design issues in studies of feedback on writing. *Journal of Second Language Writing, 16*(1), 40–53.

Hedgcock, J., & Lefkowitz, N. (1994). Feedback on feedback: Assessing learner receptivity to teacher response in L2 composing. *Journal of Second Language Writing, 3*(2), 141–163.

Hendrickson, J.M. (1980). The treatment of error in written work. *Modern Language Journal, 64*(2), 216–221.

Holmes, T., Kingwell, G., Pettis, J., & Pidlaski, M. (2001).*Canadian language benchmarks 2000: A guide to implementation.* Ottawa, ON: Centre for Canadian Language Benchmarks.

Hyland, F. (1998).The impact of teacher written feedback on individual writers. *Journal of Second Language Writing, 7*(3), 255–286.

Hyland, K., & Hyland, F. (2006).Feedback on second language students' writing. *Language Teaching, 39*(2), 83–101.

Johnson, K. (1988). Mistake correction. *ELT Journal, 42*(2), 89–96.

Lalande, J. F. (1984). Reducing composition errors: An experiment. *Foreign Language Annals, 17*(2), 109–117.

Murphy, L., & Roca de Larios, J. (2010). Feedback in second language writing: An introduction*. International Journal of English Studies, 10* (2), i–xv.

Oladejo, J. A. (1993). Error correction in ESL: Learners’ preferences. *TESL Canada Journal, 10* (2), 71–89.

Pawlikowska-Smith, G. (2000). *Canadian language benchmarks 2000: English as a second language – for adults*. Ottawa, ON: Centre for Canadian Language Benchmarks.

Polio, C., Fleck, C., &Leder, N. (1998). "If I only had more time:" ESL learners' changes in linguistic accuracy on essay revisions. *Journal of Second Language Writing, 7*(1), 43–68.

Robb, T., Ross, S., & Shortreed, I. (1986). Salience of feedback on error and its effect on EFL writing quality. *TESOL Quarterly, 20*(1), 83–95.

Roberts, M. A. (1995). Awareness and the efficacy of error correction. In R. Schmidt (Ed.), *Attention and awareness in foreign language learning* (pp. 163–182). Honolulu, Hawai’i: University of Hawai'i Press.

Schulz, R. (2001). Cultural differences in student and teacher perceptions concerning the role of grammar instruction and corrective feedback: USA – Colombia. *Modern Language Journal, 85*(2), 244–258.

Semke, H. D. (1984). Effects of the red pen. *Foreign Language Annals, 17*(3), 195–202.

Sheen, Y. (2007). The effect of focused written corrective feedback and language aptitude on ESL learners' acquisition of articles. *TESOL Quarterly, 41*(2), 255–283.

Sheen, Y. (2010). The role of oral and written corrective feedback in SLA. *Studies in Second Language Acquisition, 32*(2), 169–179.

Sheen, Y., Wright, D., & Moldawa, A. (2009). Differential effects of focused and unfocused written correction on the accurate use of grammatical forms by adult ESL learners. *System, 37*(4), 556–569.

Sheppard, K. (1992). Two feedback types: Do they make a difference? *RELC Journal, 23*(1), 103–110.

Shintani, N., & Ellis, R. (2013). The comparative effect of direct written corrective feedback and metalinguistic explanation on learners’ explicit and implicit knowledge of the English indefinite article. *Journal of Second Language Writing*, *22*(3), 286-306.

Storch, N., & Wigglesworth, G. (2010). Learners’ processing, uptake, and retention of corrective feedback on writing. *Studies in Second Language Acquisition, 32*(2), 303–334.

Truscott, J. (1996). The case against grammar correction in L2 writing classes. *Language Learning, 46* (2), 327–369. doi: 10.1111/j.1467-1770.1996.tb01238.x

Truscott, J. (2007). The effect of error correction on learners' ability to write accurately. *Journal of Second Language Writing, 16* (4), 255–272. [doi:10.1016/j.jslw.2007.06.003](http://dx.doi.org.ezproxy.library.uvic.ca/10.1016/j.jslw.2007.06.003)

Truscott, J., and Hsu, A.Y. (2008). Error correction, revision, and learning. *Journal of Second Language Writing, 17* (4), 292–305. doi:10.1016/j.jslw.2008.05.003

Van Beuningen, C. (2010). Corrective feedback in L2 writing: Theoretical perspectives, empirical insights, and future directions. *International Journal of English Studies, 10*(2), 1–27.

Vandergrift, L. (1986). Second language writing and correction: Toward an improved model for composition correction. *The Canadian Modern Language Review, 42*(3), 658–667.

Wingfield, R. J. (1975). Five ways of dealing with errors in written compositions. *English Language Teaching Journal, 30*(1), 311–313.

Zamel, V. (1985).Responding to student writing. *TESOL Quarterly, 19*(1), 79–101.