

RESEARCH TRENDS IN L2 WRITTEN CORRECTIVE FEEDBACK: A BIBLIOMETRIC ANALYSIS OF THREE DECADES OF SCOPUS-INDEXED RESEARCH ON L2 WCF



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KEY TERMS

L2 written corrective feedback

The provision of feedback on errors in L2 writing, usually by teachers or peers

WHAT EVIDENCE IS SUMMARISED?

493 studies

HOW CAN I USE THE FINDINGS IN MY TEACHING?

- Teachers should incorporate WCF into your assessment and feedback practices and align them with your learning objectives and outcomes.
- Select the most appropriate and effective types and methods of WCF for your students, based on their level, needs, and preferences.
- Engage your students in the process of WCF, by encouraging them to self-correct, peer-correct, and reflect on their errors and feedback.
- Explore the potential of technology, such as automated writing evaluation, to enhance your WCF provision and students' learning.

WHAT CAN I LEARN FROM THIS SECONDARY RESEARCH?

What is the trend of research on L2 written corrective feedback?

WHAT DOES IT FIND?

- There is a significant increase in L2 WCF research globally, with countries like China, Iran, Australia, Malaysia, and Japan showing substantial growth.
- Concerns are raised about the dominance of studies on L2 English, emphasising the need for broader inclusion of languages, educational contexts, and countries.
- Advances in technology, including automated writing assessment, e-learning, and collaborative writing, have influenced and shaped L2 WCF research.
- Emerging topics include learner engagement with WCF, student feedback literacy, and students' emotional experiences with WCF.

