HOW SELECTION OF A TARGET FEATURE IMPACTS CORRECTIVE FEEDBACK:
FINDING ANSWERS THROUGH META-ANALYSIS OF CHINESE EFL LEARNERS

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WHAT CAN I LEARN FROM THIS SECONDARY RESEARCH?

How can teachers provide more effective corrective feedback to Chinese learners?

KEY TERMS

Corrective feedback

Feedback, usually provided by teachers, on the accuracy of learners' written or spoken discourse.

WHAT EVIDENCE IS SUMMARISED?

13 studies

HOW CAN I USE THE FINDINGS IN MY TEACHING?

- For learners at lower proficiency level, teachers should include more scaffolding to provide feedback more effectively.
- Learners might not need teachers' scaffolding and input for those grammatical features which are less challenging for them.
- When learners have difficulties understanding the semantic, syntactic and phonological differences, teachers should provide implicit feedback.
- Teachers should consider learners' proficiency level and the complexity of the grammatical features before providing feedback.

WHAT DOES IT FIND?

- Providing explicit written feedback is the most effective technique.
- The combination of different types of feedback can be more effective (e.g., metalinguistic with direct feedback).
- For grammatical structures that are similar to the L1, prompts can be more effective.
- Scaffolded techniques (e.g., reformulation or explicit corrective feedback) can be more effective for grammatical structures that are different from L1.
- Grammatical features and learners' background can determine the effectiveness of the corrective feedback techniques.