CONTROVERSIAL ISSUES ON WRITTEN CORRECTIVE FEEDBACK

LEILI HABIBZADEH MEIBODI*; DR. L. RAMAMOORTHY**

*PH.D CANDIDATE
UNIVERSITY OF MYSORE, INDIA.

**READER-CUM-RESEARCHER OFFICER
CENTRAL INSTITUTE OF INDIAN LANGUAGES, MYSORE, INDIA.

ABSTRACT
The literature of second and foreign language education on error correction has shown that there are not any standards on whether the errors should be corrected, when, which, or how learners’ errors should be corrected or who should provide correction. Hence, the present article is an attempt to address five key questions about written corrective feedback which are usually discussed in pedagogical settings and are very similar to those for oral corrective feedback. The questions are:
1) Should written errors be corrected?
2) When should written errors be corrected?
3) Which written errors should be corrected?
4) What strategies are available for correcting learners’ written errors?
5) Who should do the correction?

KEYWORDS: error, error correction, corrective feedback, written corrective feedback

References:


Baker, W., and Bricher, R. 2010. The effect of direct and indirect speech acts on native
English and ESL speakers’ perception of teacher written feedback. *System* 38: 75-84


