

Individual Paper Session 23
Classroom
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Reformulate or Edit? Investigating the impact of different feedback practices

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An important issue for second language writing teachers is the provision of effective feedback to learners that will lead to improvement in the learners' writing. This paper reports on a study which examined the efficacy of two different forms of feedback provided to learners who completed a collaborative writing task. Forty-eight advanced ESL learners participated in this study.

The study was composed of two sessions. In Session 1, all learners completed a short writing task in pairs. In Session 2, the learners were provided with feedback on their writing by an ESL teacher and asked to discuss the feedback received in their pairs. One group of learners received feedback in the form of reformulations; the other group received feedback in the form of editing symbols. The feedback was then removed, and the students were given their original text (written in Session 1) and asked to improve on it. Both sessions were audio recorded. Students' talk in Session 2 was analysed for language related episodes. Students' amended texts were compared to texts produced in Session 1.

The findings suggest that feedback in the form of editing symbols elicits more attention to language and at a greater depth of engagement than reformulations.