

Corrective Feedback in English as a Second/Foreign Language



Dear Colleagues,

The topic of corrective feedback in English as a second/foreign language (EFL/ESL) sparks debates. Some argue it improves accuracy, while others claim it hinders fluency. Different types of feedback and timing are also debated. Approaches like explicit correction, recasts, and clarification requests are effective but context-dependent. Immediate and delayed correction both have proponents. Balancing error correction and fluency remains contentious. More research is needed to investigate learner errors, identify patterns, and design targeted interventions. Corrective feedback research informs pedagogical practices and advances SLA frameworks. It improves language instruction, promotes learner autonomy, and enhances teacher training.

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This special issue covers Language Transfer, Contrastive and Error Analysis, Written and Spoken Corrective Feedback, Immediate and Delayed Feedback, sources of errors, Curriculum Design, Reflective Feedback in EFL/ESL education, and integrates AI and multiple intelligences. It highlights the role of technology, teacher, and real-life communication in English language teaching and learning.

Keywords

Corrective feedback; error analysis;
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technology-enhanced teaching and learning;
online education; sources of errors;
multiple intelligence; EFL/ESL learning and teaching;
curriculum design; reflective feedback