

Hyland, K. & Hyland, F. (eds.) (2019) Feedback in Second Language Writing: Contexts and Issues 2nd edition. Cambridge. CUP

Table of Contents

Preface

Introduction

1 Ken Hyland & Fiona Hyland: Contexts and issues in feedback on L2 writing: Setting the scene.

Section 1: Situating feedback: Socio-cultural dimensions

2. Olga S. Villamil and Maria CM de Guerrero: Sociocultural Theory: A framework for understanding socio-cognitive dimensions of peer feedback

3. Guangwei Hu: Culture and peer feedback

4. Christine M. Tardy: Appropriation, Ownership, and Agency: Negotiating teacher feedback in academic settings

Section 2: Shaping feedback: Delivery and focus dimensions

5. John Bitchener: The intersection between SLA and feedback research

6. Dana Ferris & Kendon Kerzer: Does error feedback help L2 writers? Latest evidence on the efficacy of written corrective feedback

7. Marie Stevenson & Aik Phakiti: Electronic resources for feedback

8. Neomy Storch: Collaborative writing as peer feedback

Section 3: Negotiating feedback: Interpersonal and interactional dimensions

9. Ken Hyland and Fiona Hyland: Interpersonal aspects of response: constructing and interpreting teacher written feedback

Hyland & Hyland: Feedback in Second Language Writing

10. Ann Hewings & Caroline Coffin: Fostering formative online forums: feedback, dialogue and disciplinarity

11. Sue Starfield: Supervisory feedback: Building writing scaffolds with doctoral students

12. Brian Paltridge: Reviewers' feedback on second language writers' submissions to academic journals

Section 4: Engaging with feedback: student participation dimensions

13. Ye Han & Fiona Hyland: Learner engagement with written feedback from a socio-cognitive perspective

14. Ken Hyland: What messages do students take from teacher feedback?

15 Soobin Yim & Mark Warschaeur: Students initiating feedback: the potential of social media

Index
References