

## Writing a Literature Review Exercises

### Exercises:

Read the excerpts below from different articles.

#### Excerpt 1.

Only a few studies have attempted to directly investigate whether L2 students who receive written corrective feedback on their errors are able to improve the accuracy of their writing compared with those who do not receive error feedback.

...

A good number of studies have distinguished between direct and indirect feedback strategies and investigated the extent to which they facilitate greater accuracy (Ferris, 1995a,b; Ferris & Hedgcock, 1998; Lalande, 1982; Robb, Ross, & Shortreed, 1986). Direct or explicit feedback occurs when the teacher identifies an error and provides the correct form, while indirect strategies refer to situations when the teacher indicates that an error has been made but does not provide a correction, thereby leaving the student to diagnose and correct it.

(Bitchener, J., Young, S., & Cameron, D. (2005). The effect of different types of corrective feedback on ESL student writing. *Journal of Second Language Writing*, 14, 191-205)

## Writing a Literature Review Exercises

### Excerpt 2.

One issue about which there is little existing evidence is the level of explicitness that is required for error feedback to help students. Specifically, when teachers mark student errors, do they need to indicate the type of error (wrong verb tense, omitted obligatory article, run-on, etc.) the student has made, or is it adequate for the teacher to simply underline or circle an erroneous form, leaving it to the student to diagnose and correct the problem? For pedagogical purposes, this is an important question because labelling errors by type or category may well be more time-consuming for teachers than just indicating that an error has been made. More significantly, there is a much greater chance that the teacher will mislabel an error if s/he is identifying it by type rather than simply locating it for the student.

...

One distinction that has been made in the literature is between direct and indirect teacher feedback (Bates, Lane, & Lange, 1993; Ferris, 1995c; Ferris & Hedgcock, 1998; Hendrickson, 1978, 1980; Lalande, 1982; Walz, 1982). Direct feedback is given when the teacher provides the correct form for the student writer; if the student revises the text, s/he needs only to transcribe the correction into the final version. Indirect feedback occurs when the teacher indicates in some way that an error exists but does not provide the correction, thus letting the writer know that there is a problem but leaving it to the student to solve it. Second language acquisition theorists and ESL writing specialists alike argue that indirect feedback is preferable for most student writers because it engages them in “guided learning and problem solving” (Lalande, 1982), leading to reflection about linguistic forms that may foster long-term acquisition (James, 1998; Reid, 1998b).<sup>1</sup> Error correction researchers who have examined the effects of these two contrasting types of feedback have reported that indirect feedback helps students to make progress in accuracy over time more than direct feedback does (Ferris et al., 2000; Ferris & Helt, 2000; Lalande, 1982) or at least equally as well (Frantzen, 1995; Robb et al., 1986).

(Ferris, D., Roberts, B., (2001). Error feedback in L2 writing classes How explicit does it need to be?. *Journal of Second Language Writing*, 10, 161-184)



## Writing a Literature Review Exercises

### Excerpt 3.

Since 1999, I have done a considerable amount of both primary and secondary research work on the issues surrounding error correction in L2 writing (see Ferris, 2002, 2003; Ferris & Roberts, 2001). In addition to completing two new studies of my own, I have critically re-examined all of the studies reviewed by Truscott (as well as other studies he did not discuss) and looked at new research which has appeared since the publication of Truscott's original review. This secondary analysis has led me to three major observations as to the "state of the art" in error correction research, discussed in turn: (1) the research base on the "big question"—does error feedback help L2 student writers?—is inadequate; (2) the previous studies on error correction are fundamentally incomparable because of inconsistencies in design; and (3) existing research predicts (but certainly does not conclusively prove) positive effects for written error correction.

This appears to be a straightforward assertion and a reasonable starting point for a review and an argument. But the surprising truth is that very few studies of error correction in L2 writing actually "compare the writing of students who have received grammar correction over a period of time with that of students who have not." While there are a number of studies which compare the effects of different methods of error correction with one another, it is, in fact, extremely rare for researchers to compare "correction" versus "no correction" in L2 student writing.

(Ferris, D. R. (2004). The "Grammar Correction" Debate in L2 Writing: Where are we, and where do we go from here? (and what do we do in the meantime . . .?). *Journal of Second Language Writing*, 13, 49-62)



# Writing a Literature Review Exercises

## Exercise 1: Find the key themes in these excerpts

Excerpt 1:

Excerpt 2:

Excerpt 3:

Yeditepe University Writing Center  
School of Foreign Languages



: [writingcenter.yeditepe.edu.tr](http://writingcenter.yeditepe.edu.tr)



[writingcenter@yeditepe.edu.tr](mailto:writingcenter@yeditepe.edu.tr)

Fine Arts Building Room 405



0 216 578 00 00 – 1894\*



YUWritingCenter



<https://www.facebook.com/YUWritingCenter>

## Writing a Literature Review Exercises

**Exercise 2:** Integrate themes and write two short paragraphs using the phrases in the list of helpful phrases for writing a literature review.

**Literature Review:**

Yeditepe University Writing Center  
School of Foreign Languages



: [writingcenter.yeditepe.edu.tr](http://writingcenter.yeditepe.edu.tr)



[writingcenter@yeditepe.edu.tr](mailto:writingcenter@yeditepe.edu.tr) Fine Arts Building Room 405



0 216 578 00 00 – 1894\*



YUWritingCenter



<https://www.facebook.com/YUWritingCenter>

## Writing a Literature Review Exercises

**Exercise 3:** Look at the list of helpful phrases for writing a literature review and blanks in the text below. Then find suitable phrases for these blanks.

..... types of feedback can be identified as *direct feedback* and *indirect feedback*. *Direct feedback* can be defined as the teacher's giving the correct form of the errors for the student when providing feedback for student's writing (Bitchener, Young and Cameron, 2005).

..... Ferris and Roberts (2001), the revision of the text by the student after feedback is only writing the correct forms of the errors provided by the teacher. *Indirect feedback* is teacher's indicating the error without providing the correct form of it (Bitchener, Young and Cameron, 2005).

..... error correction research on the level of explicitness of feedback and the necessity of feedback  
..... on comparison of correction versus no correction in L2 student writing (Ferris and Roberts, 2001, Ferris, 2004).

## Writing a Literature Review Exercises

### Key for Exercise 1

#### Excerpt 1:

Studies investigating direct and indirect feedback.

Definition of direct and indirect feedback.

#### Excerpt 2:

Level of explicitness in giving error feedback

Differences between direct and indirect feedback

Definition of direct and indirect feedback

#### Excerpt 3:

Research related to error correction and feedback

### Key for Exercise 2 / Exercise 3

**This review of literature revealed that** types of feedback can be identified as *direct feedback* and *indirect feedback*. *Direct feedback* can be defined as the teacher's giving the correct form of the errors for the student when providing feedback for student's writing (Bitchener, Young and Cameron, 2005). **As pointed out by** Ferris and Roberts (2001), the revision of the text by the student after feedback is only writing the correct forms of the errors provided by the teacher. *Indirect feedback* is teacher's indicating the error without providing the correct form of it (Bitchener, Young and Cameron, 2005).

**Although previous research investigations provide some insight into** error correction research on the level of explicitness of feedback and the necessity of feedback **there is a need for continued research** on comparison of correction versus no correction in L2 student writing (Ferris and Roberts, 2001, Ferris, 2004).

