Corrective feedback is a vital pedagogical tool in language learning. This is the first volume to provide an in-depth analysis and discussion of the role of corrective feedback in second and foreign language learning and teaching. Written by leading scholars, it assembles cutting-edge research and state-of-the-art articles that address recent developments in core areas of corrective feedback including oral, written, computer-mediated, nonverbal, and peer feedback. The chapters are a combination of both theme-based and original empirical studies carried out in diverse second and foreign language contexts. Each chapter provides a concise review of its own topic, discusses theoretical and empirical issues not adequately addressed before, and identifies their implications for classroom instruction and future research. It will be an essential resource for all those interested in the role of corrective feedback in second and foreign language learning and how it can be used to enhance classroom teaching.

Hossein Nassaji is Professor of Applied Linguistics in the Department of Linguistics at the University of Victoria, Canada. He maintains an active research agenda across various areas of second language teaching and learning and has authored numerous publications on these topics.

Eva Kartchava is Associate Professor in the School of Linguistics and Language Studies at Carleton University, Canada. She has published research on the relationship between corrective feedback and second language learning, noticeability of feedback, and the role of individual differences in the language learning process.
Genuinely broad in scope, each handbook in this series provides a complete state-of-the-field overview of a major sub-discipline within language study and research. Grouped into broad thematic areas, the chapters in each volume encompass the most important issues and topics within each subject, offering a coherent picture of the latest theories and findings. Together, the volumes will build into an integrated overview of the discipline in its entirety.

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