

AUDIO FEEDBACK IN L2 WRITING: A SHIFT TO MODERN TECHNOLOGY?

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Feedback provision is obviously connected to formative assessment which relates to assessment for learning, and providing feedback to students' L2 written assignments has been considered important practice. Feedback enables students to learn and improve their ability, as it provides essential information about their current performance, and how they can achieve their desired goals. Audio feedback (AF) encapsulates a set of technology-enhanced pedagogies, proving attractive in addressing teaching challenges and responding to educational technology development. This paper overviews the literature on uses of AF to students' written assignments in their second language (L2). AF is recorded feedback delivered through less advanced and more modern technology. I aim to demonstrate in what perspectives audio feedback has been examined, in what ways audio feedback has been found to effectively improve the teaching and learning process, and to identify possible gaps in studies where more research is needed. I conducted searches in five online scientific databases (ERIC, Science Direct, ProQuest, DOAJ, and Taylor and Francis online [tandfonline]) on studies published between 2000 and 2020 about AF in courses of English as a foreign language (EFL). Potentially relevant studies were screened against the inclusion/exclusion criteria. A total of 264 studies were identified through the search strategy. Nine studies matched the inclusion criteria. The results were organized into five categories: the effectiveness of feedback on students' learning, the clarity of explanation, the use of feedback language, student and instructor partnership, and the impacts of feedback technology. The findings indicate that audio feedback plays a central role in improving the quality of written assignments, and it can be an alternative method in the educational process of learning L2 writing. The following areas seem to have been given little attention so far: the investigation of teachers' processes in providing AF, the ways students respond to AF, and teacher's attitudes toward AF.