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Intermediate Ukrainian: Explicit and Implicit Feedback in Teaching Writing

This presentation focuses on teaching writing in an intermediate Ukrainian language classroom that embraces content-based instruction (CBI) as its main pedagogical tool. The issues of feedback and assessment will be discussed in detail. The students in this particular classroom are provided with a number of authentic literary texts (fiction, poems, and drama excerpts). Upon readings, the students are asked to write short reflection essays based on the texts. The feedback that is offered is either explicit or implicit; though research shows that students normally prefer explicit feedback because it's easier to incorporate (Chandler 2003), it is also agreed that implicit feedback is more valuable for stimulating critical thinking (Ferris 2004). I propose that while explicit feedback is more beneficial in teaching "values, genres and socialization models" of the target language and culture, implicit feedback can actually be very helpful in grammar instruction. One writing assignment can contain both explicit and implicit models, depending on the aspect of writing (grammar or culture).