

1. Teacher feedback (whether written or oral) should focus on a range of issues, including content, organization, language, mechanics, and style, and the focus of response should depend upon individual students' needs at that point in time.
2. Feedback should be provided on multiple drafts of student papers, not only final graded drafts.
3. Students should receive feedback from multiple sources (e.g., instructor and peers) so that they can benefit from reactions from different readers.
4. One-to-one writing conferences may be more effective than written teacher commentary.
5. Teachers should give clear and text-specific feedback that includes both encouragement and constructive criticism and that avoids appropriation (taking over) the student's text. Where possible, questions are preferable to imperatives, as they are less directive and promote student autonomy.
6. Teachers should focus primarily on issues of content and organization early in the writing process, saving grammar and mechanics issues for the end of the writing process.
5. Selective error feedback on several patterns of error is more beneficial than comprehensive error correction, as the latter is exhausting and overwhelming to teachers and students.
6. If feedback on errors is provided, indirect error feedback (in which the error is indicated but not corrected) is more beneficial to long-term student development than direct correction (in which the teacher or peer provides the correct form to the writer).
7. For peer response activities to be successful, the teacher should (a) model the process for students before beginning (i.e., provide training); (b) structure peer response tasks carefully; (c) form peer review groups thoughtfully; and (d) include accountability/reflection mechanisms so that students take the process seriously.
8. To alleviate problems that some students might have with teacher-student writing conferences, teachers should (a) discuss goals and format of conferences with students ahead of time; (b) suggest that the student take notes or record the conference for later review; (c) consider holding conferences with students in pairs or small groups to minimize discomfort any students might feel with one-to-one meetings with the instructor and to maximize instructor time (particularly with small groups of students struggling with similar writing issues).
Sources: Ferris, 2002, 2003; Ferris & xxxx, 2005; Goldstein, 2005; Hairston, 1986; Hyland & Hyland, 2001; Lee, 2008, 2009b; Liu & Hansen, 2002; see also Straub, 2006; Straub & Lunsford, 1995.

Fig. 1. "Best practices" suggestions from response literature.