

Errata to: Classroom Writing Assessment and Feedback in L2 School Contexts

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Errata to:

I. Lee, *Classroom Writing Assessment and Feedback in L2 School Contexts*,

<https://doi.org/10.1007/978-981-10-3924-9>

Erratum to: Chapter 2 – Purpose, Theory, and Practice of Classroom L2 Writing Assessment

DOI [10.1007/978-981-10-3924-9_2](https://doi.org/10.1007/978-981-10-3924-9_2)

In page 13, 5th and 6th line of 2nd paragraph were incorrectly published as (3) monitoring the problem, and (4) evaluating after the problem is solved

This has been correctly published as (4) monitoring the problem, and (5) evaluating after the problem is solved

Erratum to: Chapter 4 – Assessment as Learning in the L2 Writing Classroom

DOI [10.1007/978-981-10-3924-9_4](https://doi.org/10.1007/978-981-10-3924-9_4)

In Page 47, the first line of the 1st paragraph was incorrectly published as, be encouraged to monitor an error log (see Example 2.8 in Chap. 2), where they

This has been correctly published as, be encouraged to monitor their written accuracy development by keeping an error log (see Example 2.8 in Chap. 2), where they

The updated online versions of these chapters can be found at

[https://DOI 10.1007/978-981-10-3924-9_2](https://doi.org/10.1007/978-981-10-3924-9_2)

[https://DOI 10.1007/978-981-10-3924-9_4](https://doi.org/10.1007/978-981-10-3924-9_4)

[https://DOI 10.1007/978-981-10-3924-9_6](https://doi.org/10.1007/978-981-10-3924-9_6)

[https://DOI 10.1007/978-981-10-3924-9_9](https://doi.org/10.1007/978-981-10-3924-9_9)

[https://DOI 10.1007/978-981-10-3924-9_10](https://doi.org/10.1007/978-981-10-3924-9_10)

[https://DOI 10.1007/978-981-10-3924-9](https://doi.org/10.1007/978-981-10-3924-9)

Erratum to: Chapter 6 – Teacher Feedback in L2 Writing

DOI [10.1007/978-981-10-3924-9_6](https://doi.org/10.1007/978-981-10-3924-9_6)

In Page 71, 4th line of the 2nd paragraph in *Oral Feedback* was incorrectly published as talk (Han and Hyland 2017; Harris 1995), the topics discussed in conferences

This has been correctly published as talk (Han and Hyland 2016; Harris 1995), the topics discussed in conferences

And this correction was updated in the reference list also in page 80 as Han, Y., & Hyland, F. (2016). Oral corrective feedback on L2 writing from a sociocultural perspective: A case study on two writing conferences in a Chinese university. *Writing and Pedagogy*, 8(3), 433–459.

Erratum to: Chapter 9 – Technology in Classroom L2 Writing Assessment and Feedback

DOI [10.1007/978-981-10-3924-9_9](https://doi.org/10.1007/978-981-10-3924-9_9)

In page 135, 7th line of 2nd paragraph was incorrectly published as encourages students to reflect on, self-assess, and develop greater fluency, accuracy

This has been correctly published as encourages students to reflect, self-assess, and develop greater fluency, accuracy

Erratum to: Chapter 10 – Classroom Assessment Literacy for L2 Writing Teachers

DOI [10.1007/978-981-10-3924-9_10](https://doi.org/10.1007/978-981-10-3924-9_10)

An entry was incomplete in the reference list. The complete reference was given below:

Bailey, R., & Garner, M. (2010). Is the feedback in higher education assessment worth the paper it is written on? Teachers' reflections on their practices. *Teaching in Higher Education*, 15, 187–198.