Investigating written corrective feedback from processing and pedagogical perspectives: (How) can SLA and classroom-based paradigms meet?

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Correcting language errors in students' writing is thought to be a central part of every teacher's job, a professional duty that many language teachers excel in and that most language students expect. But distinguished voices in the field of L2 writing have long drawn attention to two problems with the extant research into error correction in writing: the neglect of social and interpersonal dimensions (Hyland & Hyland, 2006) and the disconnect between research and authentic classroom teaching needs (Lee, 2020). Even teachers who are well trained in matters of error correction still often find it hard to heed the research when they deal with their students' errors amidst the realities of their classrooms. Some teachers ask themselves: What value and purpose might there be in correcting my students' errors when I am teaching in a curriculum that is communication oriented (for example, a TBLT curriculum, a CLIL program, or an EMI school context?). Other teachers who are concerned with unmasking nativespeakerism also ask themselves: Does error correction feed into feelings of linguistic insecurity among my students, feelings of always being less than native speakers? And almost all teachers have at some point asked themselves: Is error correction worth the time investment and the affective risks? In this talk, I will interrogate key principles for error correction in L2 classrooms that stem from research studies designed to illuminate processing and outcomes issues in written error correction. Using illustrations from examples of "errors" and "corrections" from L2 writing classrooms, I will discuss how the research can change in order to take into account: (a) difficult philosophical and ideological issues regarding the value of nativelike norms and (b) the social, educational, and affective dimensions (or the why's) of written error correction across diverse classroom contexts.