Abstract

Corrective feedback has long been an area of interest for both language teachers and researchers. It is widely considered a distinguishing feature of the language classroom and for many teachers, it is a defining feature of their work. Deeply embedded in the context of the classroom, it provides researchers with the opportunity to examine learning, and inform teaching, in unique ways, inspiring extensive theorizing and empirical study over several decades. Despite the intensity of this focus and the rich literature, questions remain about the role of corrective feedback in language teaching and learning – followed by the same refrain: It depends. What exactly does it depend on? In this session, I will provide a selective overview of past and ongoing research and discuss how to move forward as researchers and teachers. I will highlight the role of the myriad of contextual dimensions that construct the classroom experience and call for an ecological perspective on corrective feedback in language teaching and learning.