

Errors, features of new varieties of Englishes and corrective feedback

Second language errors provide critical learner data for understanding language learning and its facilitation through instruction. Identification of these errors for both purposes is often taken for granted. My aim in this presentation is to problematize the underlying views of errors and approaches to error identification. I will seek to demonstrate how the already problematic error identification process has become even more problematic with the growing recognition of the new varieties of Englishes. I will share my research conducted in Australia, Bangladesh and Vietnam that involved teachers of English. The presentation will be an opportunity for practitioners to reflect on the changing understanding of errors and on its implications for classroom practices that seek to address speakers of multiple varieties of Englishes, old and new.

The presenter

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