



TeachingEnglish

Classroom Language
Correcting learners

Trainer Notes



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1 Correcting Learners – Trainer Notes

Learning Outcomes

By the end of this session participants will be able to:


- Give praise to learners in English.
- Correct learners' mistakes using English.
- Identify common mistakes of their learners and use appropriate techniques to correct them.
- Judge when to correct and when not to correct.

Key Concepts

- Errors are part of the learning process and can be seen in a positive light as 'learning steps'.
- The teacher should help the learners look at the language they produced – good and not so good – and involve them so that they feel they are in charge of their own learning and can help themselves to improve.

Key Learning & Phrases

- Language of praise and correction.
- Common errors.

Plan Summary		
1 Outcomes	Introduce learning outcomes	5
2 Praising the learners	Ways of praising the good things learners do	15
3 What do we correct?	Correcting some errors and discussing errors participants' learner make	20
4 How do we correct learners?	Ways of correcting different kinds of mistakes	30
5 When do we correct learners?	When to deal with errors the learners make	20
6 Practice	Practice using phrases to get learners to correct themselves.	20
7 An activity for learners	Demonstration of an activity to get learners to focus on what is correct and incorrect.	20
8 Phrasebook	Selecting useful words and expressions from the workshop	10
9 Reflection & action plan	Reflect on what they learned from the workshop. Decide on action points to try out in class.	20

Notes

- You will need to make 1 copy of the 'Cards for Practice' for each group of 4, and cut the cards out.
- There is some useful material in English for Primary Teachers p. 119, for more practice in the language of error correction.
- Classroom English pp.34 & 35 has more information about English and error correction.
- This session would also work well with some extra audio or video material of local learners of English, which the participants can study for errors in context.

Procedure

1 Outcomes



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- Explain learning outcomes of session to participants

2 Praising the learners



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- Ask the participants what their learners do well. Ask them to discuss this in pairs, and then share with the whole group. Some examples are: when the learners get good marks, when they behave well, when they work hard, when they learn something quickly, when they learn from their mistakes. Make a note of their examples on the board.
- Ask participants how they praise learners in English. Brainstorm a few phrases.
- Ask participants to look at the 'Praising the Learners' worksheet. They should decide how positive and negative the phrases are (only d and f are not praise).
- Afterwards drill the expressions round the group. Say "the learners behave well", and the group answers an appropriate phrase "that's very good". Use the examples the participants gave in the first discussion here.

3 What do we correct?



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- Ask the participants to look at the 'What do we correct?' worksheet. They work in pairs and decide how to correct the sentences.
- Check the answers with the whole group. Encourage discussion of language points. Then ask if these are errors the participants' own students make.
- With a partner, participants make a further list of any errors they know their learners often make.
- Write a selection of these errors on the board. Ask what kinds of mistakes are they? Elicit ideas.

- Summarise for the participants that learners can make mistakes in production in speaking and writing.
 - In speaking, learners can make mistakes such as in pronunciation, grammar, vocabulary, not using the appropriate form.
 - In writing, learners can make mistakes such as in spelling, writing the letters, grammar, vocabulary, the construction of sentences, not using the appropriate style.
 - In listening and reading, learners can make many kinds of mistakes in understanding.
- Say that you will concentrate on the speaking mistakes that learners make in class.

4 How do we correct learners?



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- Ask participants to look at the 'How do we correct learners?' worksheet.
- Look at part a. Discuss the question 'How can you correct the learner?'
- Explain the first table. Ask them to discuss in groups their ideas.
- Feedback to the whole group. Emphasise that learners should try to correct their own mistakes, because they will remember better.
- Ask them to match the 5 phrases below to the 3 ways of correcting.

■ <i>Correct the learner yourself.</i>	3
■ <i>Ask the learner to correct his/her own error.</i>	2 5
■ <i>Ask another learner for the right answer.</i>	1,4
- Drill the phrases by asking participants to respond with a phrase to a way of correcting.
- Ask participants to look at part b. Tell the participants that they do not have to correct students' errors immediately. These are some ways of organising correction later.
- Discuss the questions with the whole group. Elicit what activities in their lessons they could use these ideas with.

5 When do we correct learners?



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- Ask participants when they correct learners. Do they correct all errors or only some errors? How do they decide?
- Ask them to look at the 'When do we correct learners?' worksheet. They complete the task individually, and then compare with a partner.
- Discuss the answers with the whole group. What do they feel? What did their teachers do, when they were students? What helps most?
- Use the activity to discuss error correction. What do they do? What is effective? What do learners like?
- Make the point that errors are natural when we learn a language. Learners should not be criticised, when they make mistakes. The teacher should encourage them to learn from mistakes and help them correct themselves.

6 Practice



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- Write an incorrect sentence on the board. E.g. 'I was born on 1974'. Ask the group to identify the mistake and then elicit the correct sentence, 'I was born in 1974'.
- Ask the participants to look at the phrases on the 'Practice' worksheet. Some of them they have seen. Some are new. Demonstrate the new ones with some sentences;
 - **She buyed a new dress.** That's not quite correct. What's wrong with the sentence?
 - **I eat coffee.** The word **eat** is wrong. Can you correct it?
 - **I like to playing football.** You don't need one word. Which is it?
 - **I no understand.** You don't say **I no understand**. What is correct?
- Look at the sentences on the Practice worksheet. Ask the participants to match phrases where suitable to these sentences. Discuss this as a whole group.
- Put trainees in groups of 4 and give each group a cut-up set of **cards for practice**.
- Demonstrate the activity with one group first: Place the cards in the middle.
- One person takes one card and says the 'mistake' to the person on the right.
- The person on the right uses one of the phrases on the Practice worksheet and asks the others to correct the sentence. Then the next person takes another card and so on.
- At the end, give feedback and discuss questions and comments.

7 An activity for learners



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This is a game you can play with your learners. They usually like this activity.

- Make a list of 10 sentences the learners say. Five sentences are correct and five are incorrect.
- Put the students into pairs or teams.
- Show them the list of sentences and ask them to decide which sentence is correct or not.
- Then ask them to put between 10 and 100 points in the 'Sure' column. They put 100 points when they are certain of their answer, and 10 points if they aren't sure.
- Set a time limit for them to do this for all 10 sentences.
- When they finish, other students mark the papers. You tell them the correct answers.
- For each sentence, if they are right, they win the points they have put in the 'Sure' column.
- If they are wrong, they lose that number of points.
- At the end, they add up their total (win - lose).
- The winning team has highest score.
- To finish, elicit from the students the correct versions of the wrong sentences.

Example of a completed list

Team A thinks:

Sentences	Right	Wrong	Sure	Gain	Loss
He wearing a red hat	✓		30	—	30
They're walking to work	✓		80	80	—
She's brushing her teeth		✓	50	—	50
He's drive his car to the office		✓	100	100	—

- There is an activity like this on the worksheet. Follow the instructions above and run the activity with the participants as learners.
- At the end, ask them if they liked the activity and will use it with their learners.

8 Phrasebook



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- Conclude the session by reminding the participants what they have done.
- Give participants time to write any useful expressions they have learned during the session in the phrasebook worksheet, and any notes they want to make. Encourage them to discuss this in pairs, if they want.

9 Reflection & Action Plan



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- Ask participants for quick reactions to the questions, What was the most useful thing about today's sessions?
- Then make sure that they have the 'Reflection and action plan' worksheet. Ask them to discuss this in pairs, if they want, and complete them individually. Go around as participants do this and discuss their plans with them.
- When they have finished, say that you will be looking forward to talking to them at the next session about how their plans.
- Ask if they have any final comments or questions.

Cards for practice

The English is very interesting	I am boring with this film.
I went to shopping yesterday	I am playing football every day.
I born in 1997.	My parents have two childrens.
I'd like some informations please	Today is Tuesday
You English?	You borrow me a pen
My mother buyed me a book.	We is very happy.
I no understand	I liking mangoes.
I'm favourite food chocolate.	He play for Manchester United.
I going to cinema on Saturday	My pen broken.
This photo, she is my sister.	Hello teacher! How about your weekend?
Often you go to the cinema?	She no want tea.
My brother are very big.	I couldn't make my homework
From where do you come?	Who are you married with?
She is Brazil.	He drinks coffee in a cap.
I see my friend last week.	You buy bread in a butcher's.