



TeachingEnglish

Classroom Language
Correcting learners

Worksheets



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Correcting learners

1 Outcomes

Your trainer will explain the learning outcomes of the workshop.

2 Praising the learners

Look at the following comments from teachers. Place them on the line from positive to negative.

a) I'm very pleased with your work.

b) Good!

c) That's very good!

d) No- that's not right. Will someone else try?

e) Well done!

f) That's almost right-try again!

g) That's excellent!

Positive

Negative

3 What do we correct?

a. Here is a list of errors in spoken English. What are the errors? Can you correct them?

- 1 He goed to the station.
- 2 Where you live?
- 3 Could you borrow me a pencil, please?
- 4 I write with a pan.
- 5 He went to sea in a sheep.
- 6 The school is near my 'ouse.
- 7 (In a restaurant) Give me soup.
- 8 I am agree with you.
- 9 Welcome in Mexico.
- 10 He no understand.

Do your students make these errors? Do they make any other common errors? Make a list with your partner.

4 How do we correct errors?

a. You ask a question and the learner makes a mistake. How can you correct the learner?

Here are 3 ways of correcting. What is good about each of them? What is not so good about each of them?

	Good	Not so good
Correct the learner yourself.		
Ask the learner to correct his/her own error.		
Ask another learner for the right answer.		

Here are some things to say when you correct learners. Match them with the ways of correcting.

- 1 That's not correct. Can anyone say what is correct?
- 2 That's almost right. Try again.
- 3 That's not correct. The correct word/phrase/sentence is
- 4 No, that's not right. Will someone else try?
- 5 (Repeat the wrong word or phrase to the student) Is that correct?

b. When learners do speaking or writing activities, you can also correct in other ways.
 Make notes again about the different ways.

	Good	Not so good
Make notes of the errors during the activity. At the end write the errors on the board and correct them.		
Make notes of the errors during the activity. At the end write the errors on the board. Ask the learners to correct them.		
Ask a learner to make a list of errors during an activity.		
Make a list of errors and have time for correction every week.		

Have you used any of these? Would you like to try?
 What activities in your classroom could you do them with?



5 When do we correct errors?

Think about a typical classroom situation for you: number of learners, age, level, teaching space etc. Look at the statements in the table below and mark what you think.

		I totally agree	I partly agree	I totally disagree
a	The teacher should always correct the learners' mistakes.			
b	The teacher should correct at all stages of the lesson.			
c	Learners should learn from their errors.			
d	The best person to correct learners' errors is the teacher.			
e	Correcting all the time can have a negative effect on learning.			
f	Teachers need to think which errors are important and which are not.			
g	There are times in one lesson when we should correct a lot, and times when we shouldn't correct at all.			

Adapted from Edge, Julian (1989) Mistakes and Correction. Pearson Longman

Discuss your opinions in groups.



6 Practice

Your trainer will explain the activity to practice correcting mistakes.

You will need the following phrases:

That's not quite correct. What's wrong with the sentence?

The word is wrong. Can you correct it?

You don't need one word. Which is it?

You don't say (phrase), but you say

That's not correct. Can anyone say what is correct?

That's almost right. Try again.

I'm sorry I don't understand. What do you mean?

I'm sorry I don't understand. Can you say that again?

That's not correct. The correct word/phrase/sentence is

No, that's not right. Will someone else try?

(Repeat the wrong word or phrase) Is that correct?

You will need the following phrases:

- 1 He goed to the station.
- 2 Where you live?
- 3 Could you borrow me a pencil, please?
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7 An activity for learners

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

- 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	—

Try this yourselves:

Sentences	Right	Wrong	Sure	Gain	Loss
I watch myself with soap.					
I've been an architect for 20 years.					
Thank you teacher, your class today was excellent.					
If the bus will come, we will go to the city.					
When it rains, there is a lot of weather in the river.					
A writer works in a restaurant.					

8 Phrasebook

Write down words and expressions from the workshop which you find interesting or useful.

9 Reflection and action plan

1 Complete the following sentences

i) One thing that I found very useful today is

because

ii) One thing that I have to study / read about more is

2 Think about the classes you teach. Write two action points for your classes.

	1	2
Class Which class will I work with?		
Goal What will I try?		
How What materials or aids do I need?		
When When will I try it?		
Evidence How will I know it is successful?		