## 3.6 Correcting learners – Trainer Notes

### Learning Outcomes

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

- explain the place of error in language learning
- select correction techniques appropriate to different situations
- consider which techniques they feel are most useful and justify their reasons to the class

### Key Concepts

<table>
<thead>
<tr>
<th>Correction Technique</th>
<th>Correction Codes</th>
<th>Facial Expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timeline</td>
<td>Monitoring</td>
<td>Finger Correction</td>
</tr>
<tr>
<td>Gesture</td>
<td>Modelling</td>
<td>Elicitation</td>
</tr>
<tr>
<td>Peer Correction</td>
<td>Echoing</td>
<td>Accuracy</td>
</tr>
<tr>
<td>Phonemic Symbols</td>
<td>Repeating</td>
<td>Fluency</td>
</tr>
</tbody>
</table>

### Materials

1. Learners, teachers and mistakes + Suggested answers
2. Correction techniques + Suggested answers
3. Our beliefs about correction + Suggested answers

### Procedure

1. **Learning Outcomes**

   Explain learning outcomes for session to participants

2. **Learners, teachers and mistakes**

   This activity focuses participants on common anxieties about learner errors and introduces the themes of the session.
   - Give out Learners, teachers and mistakes. Participants work individually to complete the questionnaire.
   - Next participants compare their answers in groups, discussing any differences.
   - Feedback – see Learners, teachers and mistakes – suggested answers.

3. **Correction techniques**

   This activity introduces participants to correction techniques and the kinds of things they can be used for. You may need to demonstrate them.
   - Distribute Correction techniques. Participants work in groups and match the techniques to the situations.
   - Consider asking participants if they have any correction techniques they would like to share.
   - Feedback - Correction techniques – suggestions for trainers. There are likely to be some areas of grey in suggestions given (peer correction, for example, arguably could be a technique to cover most situations if self-correction has not
worked). You may need to acknowledge this by accepting answers which may not be obvious, but which are well contextualized and explained.

4 Our beliefs about correction

- Divide participants into groups and give out Our beliefs about correction.
- Ask them to decide which statements they agree and disagree with.
- Groups select which 3 they consider to be most important (either ones they agree or disagree with).
- Prepare a brief presentation (up to 5 minutes) to explain to class why they have selected these 3.
- After each group has given their presentation, ask the other groups to comment on their views, eg, do they agree or disagree?
- Feedback - go through Our beliefs about correction – suggestions for trainers if appropriate.

The following links give more information on error correction.


5 Reflection

- Ask participants to reflect on the following question:
  Think about one correction technique we have looked at today which is
  a) relevant to your teaching context
  b) not relevant to your teaching context
- Ask participant to share their views with a partner.
- You may wish to bring out key points of discussion in plenary as a round up to the session.