

TKT Module 3: Correcting learners – Teacher’s Notes

Description

Participants explore the correction of both spoken and written mistakes. They discuss their own attitudes to correction and identify and consider the appropriacy of a range of different correction strategies. They also do a sample task relating to correcting learners, which is assessed in TKT Module 3 Part 2.

Time required: 60 minutes

Materials required:

- *Participant’s Worksheet 1 (cut into strips, one strip per 3-4 participants)*
- *Participant’s Worksheet 2 (one for each participant)*
- *Participant’s Worksheet 3 (one for each pair of participants)*
- *Sample Task (one for each participant)*

Aims:

- *To discuss methods of oral and written correction*
- *To provide an opportunity to discuss appropriacy of use of different methods of oral and written correction*
- *To provide practice in completing tasks in which grouping learners is the testing focus*

Procedure

1. Before the class, cut up Participant’s worksheet 1 so there is one strip for each 3 – 4 participants. Copy Participant’s worksheet 3 for each participants and fold the copies along the dotted line.
2. (10 minutes) Divide participants into three groups, **A**, **B** and **C**. Give each group the appropriate strip from **Participant’s worksheet 1**. Participants read the teacher’s comment about correcting learners’ spoken English and discuss whether they agree or disagree with the statement, and why. Allow two minutes for the discussions.
3. After two minutes, stop the discussions and switch the papers so that the groups have a different strip. Allow another two minutes for the groups to discuss the new statement. Repeat so that all participants have a chance to discuss the three teachers’ views on correcting spoken English on **Participant’s worksheet 1**.
4. Feed back with the whole group on the statements so that participants can discuss and exchange views on correcting learners and why correction is important (see key below for some suggested points).

Point out that ‘correcting learners’ is a syllabus area tested in TKT Module 3 Part 2. Candidates are tested on methods of oral and written correction and their appropriacy of use.

Teaching Knowledge Test

5. (15 minutes) Hand out **Participant's worksheet 2**. In pairs, participants match terms used for correcting learners with the descriptions of correction strategies on the worksheet. Check answers together (see key below).
6. (10 minutes) Still in pairs, participants should look again at the different correction strategies and discuss when they would use them in their lessons. Feed back together for participants to share ideas.
7. (10 minutes) Put participants into groups of three and hand out **Participant's worksheet 3** folded on the line to show the statements only. The groups discuss if they agree or disagree with the statements.
8. Feed back with the whole group for participants to share ideas (see key below). Participants now unfold the worksheet and look at the example correction code. Ask:
Do you use a correction code like this? Is it (or would it be) useful?
Allow participants to exchange ideas or comments.
9. (10 minutes) Give out **Sample Task**. Ask participants to complete the sample task on their own then compare their answers with a partner. Check answers together (see key below).
10. (5 minutes) Round up to summarise points covered. Ask participants:
 - **What is the TKT Module 3 syllabus area for this lesson?** (correcting learners)
 - **What are candidates being tested on?** (candidates are tested on their knowledge of methods of oral and written correction and their appropriacy of use)
 - **What did you think of the sample task? What did you find difficult?** (allow participants to share views)

TKT Module 3: Correcting learners – Answer Keys

Suggested key to Procedure Step 4

Teacher A	<ul style="list-style-type: none">• overcorrects• learners become dependent on the teacher• constant correction stops fluency• constant correction is demotivating• learners don't develop communication strategies, e.g. explaining what they mean, rephrasing, hesitation strategies.
Teacher B	<ul style="list-style-type: none">• corrects when it is appropriate• focuses correction on the aims of the activity• corrects when the focus is on accuracy, not on fluency.
Teacher C	<ul style="list-style-type: none">• doesn't correct at all• should correct because correction is important. <p>Correction is important because it</p> <ul style="list-style-type: none">• improves learners' ability to communicate well• improves or repairs learners' 'faulty' knowledge of English• stops errors from becoming 'fossilised' and difficult to change• stops learners from teaching each other inaccurate language• meets learner expectation – they expect and want to be corrected.

Key to Participant's Worksheet 2

1 C	2 E	3 G	4 A	5 D
6 H	7 F	8 I	9 B	

Suggested key to Participant's Worksheet 3

Statement 1: When correcting written work, teacher should consider content and ideas as well as language.

Statement 2: Teachers shouldn't over correct. They should decide which are the most important types of errors to work on, and focus on these.

Statement 3: Repeated errors made by many students in the class can be dealt with in class in a lesson.

Statement 4: Not necessarily, students can be encouraged to correct each others work. Put students into pairs or groups to read and correct each others work. Get the students to focus on a particular type of error.

Statement 5: Teachers can provide students with the opportunity to self-correct. Use a correction symbols/codes.

Key to Sample Task

1 C	2 C	3 B	4 B	5 C
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TKT Module 3: Correcting learners – Participant’s Worksheet 1

Teacher A

- ‘I never let my students make mistakes. If they say anything wrong, I stop them and make them say it correctly. I don’t want them to learn bad English.’

Teacher B

- ‘I correct students sometimes, but not all the time. If we’re practising a particular language point, then I insist that they say it correctly. But if we’re doing a freer activity then I try not to correct students too much.’

Teacher C

- ‘I try to correct students as little as possible. I want my students to express themselves in English without worrying too much about making mistakes.’

TKT Module 3: Correcting learners – Participant’s Worksheet 2

Match the term for correction, **A–I**, with the description of the correction strategy **1–9** from the box below.

- | | | |
|------------------------------|--------------------------------|---------------------------|
| A. Finger correction | D. Reformulation | G. Self correction |
| B. Peer correction | E. Echo correction | H. Time line |
| C. Delayed correction | F. Immediate correction | I. Correction code |

1	In fluency activities, teachers may decide not to correct learners at the time that the mistake is made, but may prefer to leave the correction till later in the lesson.	
2	A method used when students make a mistake and the teacher repeats the mistake with rising intonation, encouraging students to correct themselves, e.g. Student: <i>He don't like it.</i> Teacher: <i>Don't?</i> Student: <i>He doesn't like it.</i>	
3	When students are able to correct language mistakes they have made, perhaps with some help from the teacher.	
4	This is a way of drawing attention to where a learner has made a mistake. The teacher counts out the words a student has said on her fingers. The fingers represent words and the teacher can show clearly in which word (finger) the mistake was made. A teacher may use her fingers to show that a mistake has been made with word or sentence stress, word order, grammar, pronunciation, etc.	
5	A method used when a teacher corrects what a student has said by repeating the sentence correctly, but without drawing the students' attention to their mistake. This is usually the way parents 'correct' their young children's language mistakes.	
6	A diagram that shows learners the relationship between tense and time. It is often used in language teaching to correct learners when they use tenses wrongly.	
7	When a teacher corrects the error as soon as it is made. This is usually in activities where the focus is on accuracy.	
8	A series of symbols a teacher may use to mark students' writing, so that they can correct mistakes by themselves, e.g. P = punctuation mistake, T = tense mistake.	
9	This is when teachers ask learners to correct each other, rather than correcting them herself.	

TKT Module 3: Correcting learners – Participant's Worksheet 3

Correcting written work

Discuss the following statements with your group. Do you think they are right?

1. The most important thing in a piece of written work is how accurate it is. There should be as few errors as possible.
2. It is important for the teacher to correct all of the mistakes in learners' written work.
3. Mistakes made by more than one student should be dealt with on a one-to-one basis in a tutorial.
4. The teacher always needs to collect in written work for marking.
5. Errors can be identified by underlining and showing the type of error with a symbol in the margin.

Example of a correction code

Symbol	Meaning
Sp	<i>incorrect spelling</i>
W.O.	<i>wrong word order</i>
W.F.	<i>word form</i>
W.W	<i>wrong word</i>
T	<i>wrong tense</i>
S/P	<i>singular or plural form wrong</i>
^	<i>something is missing</i>
[]	<i>something is not necessary</i>
?M	<i>meaning is not clear</i>
P	<i>punctuation wrong</i>
//	<i>new paragraph needed</i>
++	<i>good word/sentence</i>

TKT Module 3: Correcting learners – Sample Task

For questions 1–8, look at the situations in which a teacher corrects students and at the correction strategies listed **A**, **B**, and **C**.

Two of the reasons are appropriate for each activity. One of the reasons is **NOT** appropriate.

Mark the reason (**A**, **B** or **C**) which is **NOT** appropriate on your answer sheet.

1. A student says the word 'August' with poor pronunciation, in open class. The teacher
 - A says the word correctly, and asks the student to repeat it.
 - B writes the word in phonemic script on the whiteboard.
 - C asks the student to say the word again, with no correction, and then moves on
1. Students tell stories about themselves in groups of three. The teacher corrects students' language
 - A quietly, as she is monitoring their group story telling.
 - B after the group stage, by focusing on problems she noted down during the stage.
 - C later, when she asks the weaker students to tell their stories to the whole class.
2. In a controlled practice exercise on the past continuous, a pre-intermediate student says 'I driving down the road when it happened'. The teacher
 - A uses hand gestures to show that there is a missing word.
 - B mimes driving to show the student that she has understood.
 - C points to the model sentence on the whiteboard to remind the student of the form.
3. At the start of class, when students are talking in open class, one of the learners says, 'The film was interested'. The teacher
 - A says 'interesting or interested?'
 - B says 'There's a grammar problem there Maria. What about your weekend, Hassan?'
 - C says 'You were interested so the film was _____?' (with rising intonation)
4. In a controlled writing practice activity, a learner makes several mistakes in recently studied language. The teacher
 - A marks the writing using a correction code.
 - B gives the writing to a peer to correct.
 - C ignores the mistakes in the writing.