



Correcting Errors

(Companion worksheet for training video)

Purpose: to make the "Correcting Errors" training video easier to understand. As you watch, you may follow along on this self-study sheet, filling in the blanks and answering the questions.

Part I

- I. A fundamental _____ of teachers
- A. To do it _____ and _____ can be a challenge.
- B. This skill has application in _____ teaching.

II. Why is error correction important?

- A. Students don't come "_____".
1. Active, strict, persistent correction leads to progress.

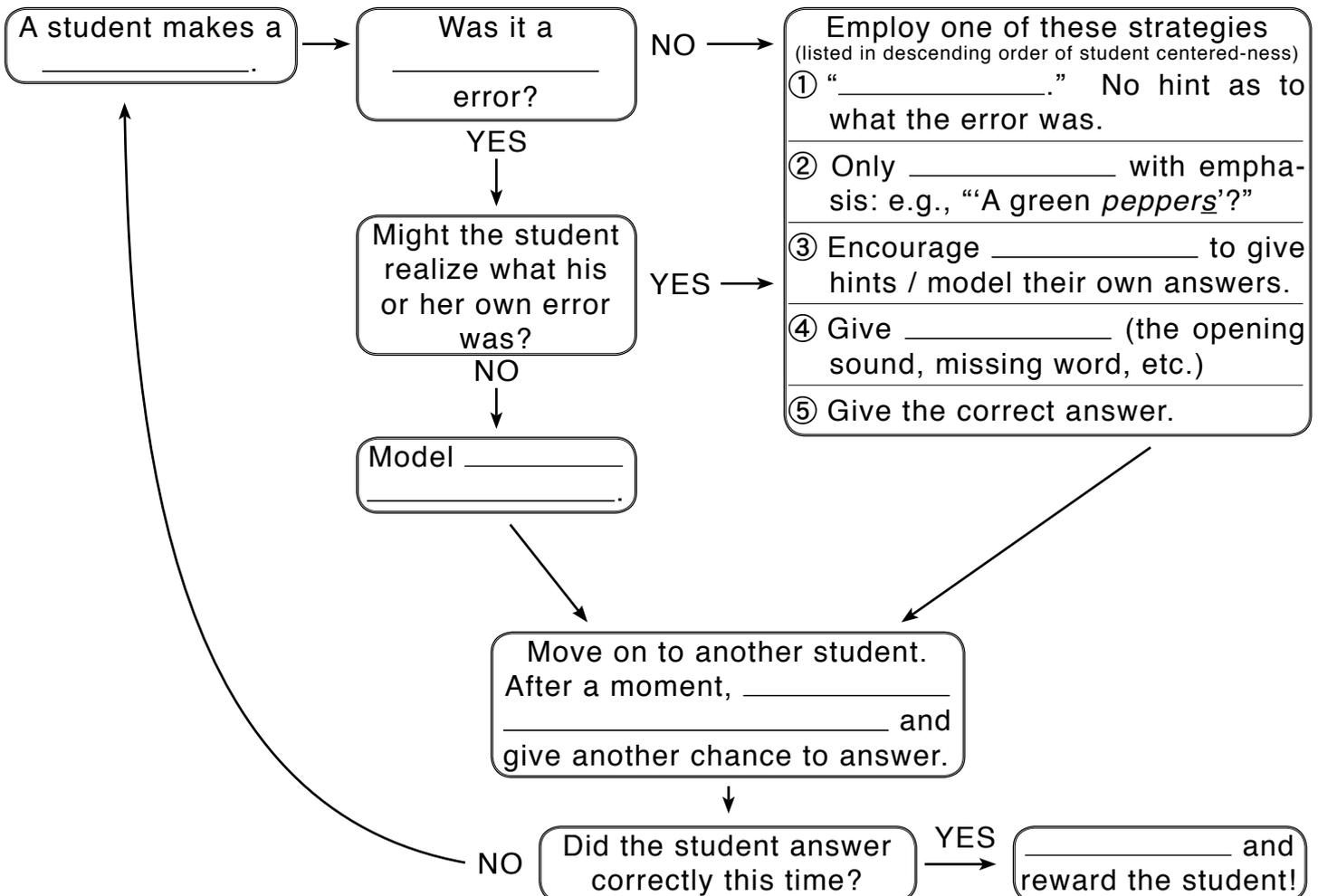
B. What prevents effective error correction?

1. "I didn't want to _____."
- a. A good reason to adopt a _____ style of correction
- b. Not a good reason to avoid correction
2. "I didn't have _____."
- a. Correction given bit by bit
- b. We don't expect _____ all in a day.
- c. We do expect _____ progress.

III. Correction procedure

- A. Fill in the flow chart below as you watch, then pause the video to answer the questions on the following page.

Student-centered error correction



1. How can pronunciation errors be different from other kinds of errors?

2. When do we give a direct correction to a pronunciation error?

3. Which do we prefer to use first, student-centered or teacher-centered strategies?

4. When repeating an error back to a student, what must we take care not to do?

5. What is the least student-centered way of correcting errors?

Part II

6. Why is “Repeat after me and get a free point” unacceptable?

7. On a student’s third or fourth try, we are likelier to use (circle one):
 - a. Student-centered techniques (those higher on the list)
 - b. Teacher-centered techniques (those lower on the list)
8. What might we do for a student who is “dead in the water”?

IV. Helping students learn from errors

- A. _____!
 1. We lead students to the answer, rather than just giving it to them.
- B. _____!
 1. More aware of precise differences between correct and incorrect English
- C. Peer correction and coaching
 1. We learn by teaching.
 2. Students who help their peers find their own English _____.
- D. _____ after an _____
 1. More effective than immediate parroting
- E. Use the language again later
 1. Later in the _____
 2. In _____ lessons as well

V. Correct immediately? Or later?

- A. Preferred timing: _____
 1. Student knows where error was
 2. One _____ at a time
 3. Maintain _____ of whole class
- B. Reasons to delay
 1. Psychology
 2. _____

VI. To learn more

- A. Ask colleagues or management, or contact PLS
- B. Chances to practice at _____

Good luck!