

Best Practice Video Series

Training Manual

Supportive Error Correction

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FOREWORD

The video entitled “*Supportive Error Correction*” is part of the *Best Practices Video Series* designed for training student teachers, teachers, and teacher supervisors. This trainer’s guide provides teacher educators or trainers with a detailed plan for using this video as part of teacher preparation or training programs.

In a training workshop designed for student teachers or teachers, the trainer needs around 8 training hours to cover the core materials in this trainer’s guide and the video entitled “*Supportive Error Correction*”. This does not include the *Optional Activities*. In case of a training workshop designed for supervisors using this trainer’s guide and its video the trainer needs around 4 hours.

- *Pre-Viewing Activities* help trainees activate and expand their knowledge about the important concepts they will see in the video.
- *First* and *Second Viewing Activities* focus trainees’ attention on important concepts in the video.
- *Post-Viewing Activities* serve the purpose of consolidating knowledge, skills, and attitudes learned in the video as well as helping trainees retain and use them in their classrooms.
- “*REFLECTION*” gives trainees an opportunity to express their own impressions on the lesson, stating their own evaluation and interpretation of the teacher’s performance and various teaching strategies and techniques. They are also asked to relate the activities to their own teaching situation.
- *Application* provides trainees with the chance to work in small groups to consider various error correction techniques and situations by applying the skills and knowledge they acquired from the video segment
- *Optional Activities* reinforce the theoretical background, by emphasizing two techniques the teacher in the segment has done well: The first is the technique of teaching vocabulary and the second is lesson planning. If the trainer has the time, desire and energy he may include one or both in his activities.

SUPPORTIVE ERROR CORRECTION

PRE-VIEWING ACTIVITIES

Objectives:

- ◇ Prepare trainees for the content of the video segment
- ◇ Relate the video to trainees' teaching experience.

Set up:

- ◇ Task Sheet 1: *Before/After*
- ◇ Handout 1: *Theoretical Background*
- ◇ Handout 2: *Instructional Objectives & Summary*

Approximate Time Required: 40 minutes

Relate it to trainees' teaching experience

Ask the trainees to read and comment on the statements listed on *Task Sheet 1: Before/ After*.

Set a time limit, according to the proficiency of the trainees, during which they write their comments and jot down their thoughts in the left side of *Task Sheet 1*, entitled "BEFORE".

When time is up, call on various trainees to share their ideas with the group. Write the ideas on the board, paying attention to use the trainees' exact words.

Start a discussion with the whole group about the most important ideas from the board list and write them on the transparency of *Task Sheet 1* in the column labeled "BEFORE"

Present and Discuss Theory

Direct the trainees' attention to *Handout 1: Theoretical Background*. Explain that they will now read some theoretical information about error correction.

Explain that they will look again at one or two of the questions in *Task Sheet 1* and write answers based on their reading in the column labeled "AFTER". Divide the trainees into groups or pairs. Assign one or two of the statements from *Task Sheet 1* to each group or pair. Tell the groups or pairs which section of *handout 1* contains the answer to the questions they are supposed to answer. If you are going to assign more than one question or issue to a group or pair, it is suggested that you combine an easy question with a more challenging one. Allow 15 minutes or more for this activity, according to the language proficiency of the trainees.

The following are the statements from *Task Sheet 1* and their respective sections from *Handout 1*.

<i>Task Sheet 1</i>	<i>Handout 1 Section</i>
1	A
2	B
*3	C & D
*4	D & E
5	G
*6	E & G
*7	G & H

Elicit the groups' responses and write them on the transparency of **Task Sheet 1**.

Discuss any statement which has different responses in the "BEFORE" and "AFTER" columns. Encourage the trainees to read all of **Handout 1** after the training.

Clarify Instructional Objectives

Referring to *Handout 2: Instructional Objectives & Summary*, explain to the trainees that as a result of viewing this segment and participating in the activities, they will:

- Identify ways to correct students' errors in speaking.
- List ways to correct students' errors in writing.
- Demonstrate familiarity with error correction techniques that:
 - a. do not make students feel self-conscious.
 - b. maximize the development of students' language skills.
- Examine their own techniques and strategies for supportive error correction in their own teaching situations.

FIRST VIEWING

Objectives:

- ◇ Trainees get an overall idea of the content of the segment.

Set up:

- ◇ Task Sheet 2:
Viewing

Approximate Time Required: 45 minutes

View the Video

Ask the trainees to read the questions in *Task Sheet 2: Viewing*.

Check that the trainees understand the questions. Let them watch the video once without stopping. While viewing, they have to think of answers to the questions and jot down notes if necessary.

Discuss

After viewing the video, trainees work in pairs or groups to answer the questions. Elicit feedback from the whole class.

SECOND VIEWING

Objectives:

- ◇ Trainees understand the details of the video lesson, and identify the purpose of each activity in it.

Set up:

- ◇ Task Sheet 3:
Detailed Viewing
- ◇ Transparency of Task Sheet 3 (optional)

Approximate Time Required: 70 minutes

View the Video for Details

Direct the trainees' attention to *Task Sheet 3: Detailed Viewing*. You will need to stop the video at least three times, but you may stop it more frequently if you feel your trainees will benefit.

For *Section A of Task Sheet 3*, give the trainees about 10 minutes to complete column 2 on their own. Then put them into groups to discuss and compare their responses for columns three and four. Give them about 15 to 20 minutes for their discussion.

For **Section B of Task Sheet 3**, allow the trainees to read the question for 2 or 3 minutes. After showing the video, divide the trainees into pairs or small groups to compare their answers. Allow 10 to 15 minutes for them to do this. Elicit the answers. Ask the trainees to support their answers, referring to what happened in the video lesson.

For *Section C* of *Task Sheet 3*, direct the trainees' attention to the questions and give them 2 or 3 minutes to read them. After showing the video, have the trainees work in small groups to compare their answers. Allow 15 to 20 minutes.

POST-VIEWING ACTIVITIES

Objectives:

- ◇ Trainees comment on the video segment, training materials and the new KSA acquired from them.

Set up:

- ◇ Task Sheet 4: *Post Viewing*
- ◇ Transparency of Task Sheet 4 (optional)

Approximate Time Required: 40 minutes

Discuss New KSA

Have the questions on *Task Sheet 4: Post Viewing* cut into strips of paper.

Choose one of the strong trainees to select one of the strips of paper and have him or her lead a discussion of the question. Continue by having another trainee choose another strip and lead a discussion of the next question. Continue until all the questions have been answered.

Application

Objectives:

- ◇ Trainees relate the teacher's reflection to their own teaching situations.
- ◇ Trainees consolidate the KSA with the Mentor's Wrap Up
- ◇ Trainees review key materials in this segment and plan a reading lesson.

Set up:

- ◇ Task Sheet 5: Reflection
- ◇ Handout 2
- ◇ Task Sheet 1,2,3 (completed)
- ◇ Task Sheet 6 Mentor's Wrap Up
- ◇ Blank OH transparency (optional)

Minimum Time Required: 180 minutes

Warm Up

Direct trainees' attention to *Task Sheet 5: Reflection*. Give them some time to read the questions before you show the *Reflection* part of the video.

Ask them answer the questions. Point out that they will need to consider both Mrs. Fatma's comments as well as their own experiences. Give the trainees 15 to 20 minutes to do this. Elicit answers from various trainees by asking them to share their findings with the group.

Lead a discussion of each issue through getting feedback from the groups.

View the Mentor's Wrap Up

Ask trainees to read *Task Sheet 6: Mentor's Wrap Up*. Explain that you will play the mentor's post-lesson commentary on the video lesson while the trainees fill in the missing parts of the. When this has been completed, ask the trainees to check their answers in pairs. Elicit trainees' answers, and write them on a transparency.

Develop lesson plans:

Encourage trainees to review and use the following resources before they start applying the sum total of their learning experience from the segment to a real classroom situation which is relevant to their teaching situation

1. Summary of the segment in Handout 2.
2. The completed Task Sheet 1, 2, 3, and 6.

Divide the trainees into two groups. Explain that one group will focus on typical speaking errors made by their students while the other group will focus on typical writing errors made by their students. Point out that each group will present its findings to the whole.

For *speaking errors group*, ask the trainees to make a list of typical spoken errors which students make. The list should include pronunciation errors, grammar errors, vocabulary errors and word order errors. Ask the trainees to write what they believe is the cause of the error, e.g. transfer from Arabic. Also ask them to think about how they usually correct such errors in class, and if there are other ways these errors might be corrected.

For the *writing errors group*, ask the trainees to make a list of typical writing errors which students make. The list should include spelling errors, grammar errors, vocabulary errors and word order errors. Also ask them to think about how they usually correct these errors in the students' writing. Ask the group to develop its own correction scheme. Tell them to think of additional errors which were not covered in Mrs. Fatma's correction scheme as well as symbols for these errors. For example, plural nouns, count/non-count nouns, articles, connectors/conjunctions, sentence fragment, etc.

SUPPORTIVE ERROR CORRECTION

Handout 1 Theoretical Background

Read the following theoretical information about error correction. Highlight or underline all ideas new to you.

A. A Mistake or an Error?

Many people use the words *mistake* and *error* in the same way, and for the purposes of this video, we will not differentiate between the two terms. However, many linguists do differentiate between these terms, and it is useful to mention briefly the distinction.

A mistake is often characterized as a “slip of the tongue”; that is, “the learner knows correct form but has temporarily forgotten it.” (Tanner and Green, p. 93, 1998) There are several reasons why students may make mistakes; for example, they may be tired, or not concentrating. Students can often catch and correct their own mistakes. (Tanner and Green, 1998)

An error is different from a mistake. An error is made when a learner does not know that he or she is incorrect; that is, the student’s knowledge is not complete and is still developing. (Tanner and Green, 1998)

B. Errors as a Natural Part of Learning

Making errors or mistakes is a natural part of the learning process. There may be interference from the students’ first language which may result in a variety of errors, including errors in pronunciation, grammar, spelling, etc. (Harmer, 1998) In addition, the errors may simply be a result of their individual progression of language development. (Harmer, 1998)

It is important for the teacher to understand that all students will make errors no matter how much they study or try not to make them. More importantly, teachers should help their students understand that making errors is a natural part of learning. “Students who are afraid to make mistakes tend to remain silent, and will learn comparatively little, but students who understands that learning involves making errors are more likely to make progress.” (Lewis and Hill, p. 90, 1992)

C. Effective Ways to Correct Spoken Errors

There are several ways in which spoken errors may be corrected in the classroom. One of the most challenging parts of the teacher’s role is to decide which method to use. It is important that error correction be supportive. In other words, the students should feel that error correction is helping them to learn and is not simply pointing out every instance in which they are wrong. We will examine several supportive error correction techniques briefly.

When a student makes a spoken error, the teacher may stop the student and encourage him or her to self-correct by gesturing or asking for repetition. Self-correction is an effective way for students learn because they must think about their use of language and it is more likely that they will remember how to avoid the error. (Lewis and Hill, 1992)

The teacher can further aid the student's self-correction by repeating the error with a questioning (rising) intonation. (Lewis and Hill, 1992) In doing this, the teacher points out the error.

For the technique of peer correction, the teacher calls on other students to correct the error. This is an effective way to correct errors for several reasons. Firstly, "it helps to keep all the class involved while an individual is answering a question." (Lewis and Hill, p. 91, 1992) Keeping the class involved sends the message that language learning is cooperative, and that students can learn from each other. (Lewis and Hill, 1992) Furthermore, peer correction reduces teacher domination, which can be demoralizing. (Lewis and Hill, 1992)

Another option the teacher may choose is that of drilling. Drilling is often used in presentation and practice of language, but it is also a useful tool for error correction. The teacher may drill a language point with the class, with rows, or individuals. This technique is particularly effective for addressing an error made by many students, or when the teacher does not want to draw attention to the student who made the error.

Finally, the teacher may choose to correct the student's error using the technique of expansion. In this technique, the teacher expands on an incomplete or partially correct answer. For example, the teacher may repeat the answer and expand on it by adding on important information at the end. This technique is supportive because it acknowledges that the student was correct in some aspect while it provides additional relevant information.

D. Effective Ways to Correct Written Errors

Writing is different from speaking in that it is often viewed as a more difficult skill. (Brown, 1994) Writing is a thinking process for which students have the opportunity to think and select their words carefully. Furthermore, the result of writing is something permanent, a final product which is often expected to be correct in grammar, vocabulary and organization. (El-Baz and associates, 2000)

The correction of writing errors can be approached in much the same way as the correction of speaking errors. (Harmer, 1991) The teacher has several options for correction.

Within the writing lesson, the teacher may have students assess their own work as the first step. This provides the opportunity for self-correction, and allows students to catch any careless mistakes, or notice things that they are not sure about. (Lewis and Hill, 1992) It is important to give the students a chance to self-correct their writing because it makes them think about their language use, and they are more likely to remember the correct usage for the future. (Lewis and Hill, 1992)

In addition to self-correction, peer correction is another effective technique of error correction. Peer correction is an important step in the writing lesson. (Brown, 1994) Before students submit their writing for teacher correction, there should be an opportunity for peer review. This helps students take responsibility for their learning and emphasizes the

cooperative nature of language learning. (Brown, 1994) Peer correction can be conducted in a variety of ways. Students can work in pairs or small groups, focusing not only the content of their classmate's writing, but also the grammar, vocabulary, punctuation and spelling. Students should have

Another option for correction of written work is teacher correction. "Correction is more likely to be effective, and less intimidating if the teacher devises a simple code which can be written in the margin for drawing the students' attention to errors." (Lewis and Hill, p. 96, 1992) Using a correction scheme or plan is effective because it encourages the students to correct the errors on their own with guidance from the teacher. It is important that the students understand how the teacher will mark their writing, so this scheme must be shared with the students.

Finally, the teacher may use collective correction to address errors made by many students. After the teacher has corrected all the students writing, he or she knows which errors are the most frequent. Having this knowledge enables the teacher to conduct effective error correction for the whole class. (Harmer, 1998)

E. How Much Error Correction is Beneficial?

Now that we have discussed various error correction techniques, we must consider how much correction to give. If too much correction is given, the students lose confidence in their ability and may become inhibited or reluctant to learn. (Harmer, 1998) Similarly, if not enough correction is given, the risk of fossilization increases. (Lewis and Hill, 1992) Fossilization refers to the internalization of an error as part of the student's understanding of the language. (Harmer, 1998) In other words, if an error that the student makes repeatedly is not corrected, then the student comes to view it as the correct form, and over time, the error may become a permanent part of his or her English. As a result the teacher is constantly balancing the amount and type of correction that he or she offers to the students.

In deciding which spoken errors to correct, it is most useful to correct those errors which are global rather than local. (Lewis and Hill, 1992) For example, if a student repeatedly uses present tense when past tense is required, this is a global error and correction is necessary. However, if a student usually uses the past tense correctly, it may be more beneficial to allow the occasional past tense omission, a local error, to pass.

Similarly, the teacher may consider the purpose of the speaking activity; that is, is the focus on fluency or accuracy. If the purpose of the activity is to build fluency, i.e. ease of speaking, then the student should not be interrupted for error correction; whereas if the focus of the activity is on accuracy, i.e. attention to a particular structure, then the teacher should correct as the errors are made. (Lewis and Hill, 1992) Allowing students' errors to pass in fluency activities supports their learning process by allowing them to develop confidence in communicating in English. Similarly, when the focus is on accuracy, correcting students supportively helps them to monitor their language use and makes them more proficient in English over time.

With respect to written errors, it is more beneficial to comment on the main language focus of the writing assignment, or on those errors which are repeated. (Lewis and Hill, 1992)

SUPPORTIVE ERROR CORRECTION

Handout 2

Instructional Objectives and Summary

As a result of viewing this segment and participating in the activities, you will:

- Identify ways to correct students' errors in speaking.
- List ways to correct students' errors in writing.
- Demonstrate familiarity with error correction techniques that:
 - a. do not make students feel self-conscious.
 - b. maximize the development of students' language skills.
- Examine their own techniques and strategies for supportive error correction in their own teaching situations.

In the video segment, you will see Mrs. Fatma El-Zahraa Tawfik, a teacher at Manar Language School in Ismailia, teaching a writing class of 23 boys at the 3rd Preparatory level. The lesson is based on material in *Hello! 5*, Unit 7, Lessons 1 and 2. For trainees not familiar with this text, a brief summary follows.

The students are to read a story about a burglary at a supermarket and guess who committed the burglary. The students then answer comprehension questions about the story. In the second half of the lesson, Mrs. Fatma talks with the students about a writing assignment which they have prepared for homework.

The video segment starts with a brief description of supportive error correction techniques, and then a recording of a live lesson. The lesson was not rehearsed for the video, but it has been edited to highlight these error correction techniques as well as for time constraints.

During the video lesson, Mrs. Fatma demonstrates techniques for correcting the students' errors in speaking and writing.

- A) **Correction of speech errors**, including the techniques of self-correction, peer correction, expansion and drilling.
- B) **Correction of written errors**, including the use of a system or plan for indicating errors in the students' written work.

The mentor steps in from time to time to attract trainees' attention to important parts and explain key ideas. Finally, the class teacher concludes with reflective remarks and comments on what she has done and her reasons for doing it.

SUPPORTIVE ERROR CORRECTION

**Task Sheet 1
BEFORE/AFTER**

Read the statements in the column entitled “**Before**” and write your comments on them, then read handout 1 and add to or edit your comments in the column entitled “**AFTER**”

BEFORE	AFTER
1. A mistake and an error are technically the same thing.	
2. Students only make errors or mistakes when they are careless or confused.	
3. The teacher is always the best person to correct a student’s spoken or written errors.	
4. The best way to correct a student’s spoken or written error is by simply giving him or her the correct answer, form, or word.	
5. It is important for teachers to develop a scheme or plan for correcting students’ written work, and share it with the students.	
6. Teachers should correct every <i>spoken</i> error a student makes.	
7. Students actually benefit from the teacher marking each and every error in their writing.	

SUPPORTIVE ERROR CORRECTION

Task Sheet 2
Viewing

As you watch the video for the first time, use the spaces below each question to jot down notes relevant to the answers as the information is presented.

1. Which techniques are used for correcting speaking errors?

2. Which techniques are used for correcting errors in writing?

3. What was Mrs. Fatma's opinion about interrupting the students to correct their speaking errors?

4. How does Mrs. Fatma's correct her students' written work?

SUPPORTIVE ERROR CORRECTION

**Task Sheet 3
DETAILED VIEWING**

Each activity corresponds to one or more short sections of the teaching demonstration. The trainer will pause the tape according to the title indicated at the bottom of the screen, corresponding to the title of the next section

A. This activity is based on the beginning of the lesson through the section entitled *Scanning Questions*.

1. while you watch the video lesson, complete the second column of the chart. You will be given time to think about and discuss your answers for columns 3 and 4.

1	2	3	4
Description of error	Teacher's way to correct the error	Another way to correct the error	Best way to correct this error in your class
The student cannot think of the word <i>catch</i> .			
The student cannot pronounce the word <i>detective</i> .			
The student has difficulty formulating the word <i>broken</i> .			
The student does not provide the correct form of <i>looking for</i> .			

B. The following questions are based on the sections of the video lesson from *Answering the Questions through Expansion*. Answer questions 1 and 2 while you watch the video lesson. Answer questions 3 and 4 after you have watched the video lesson.

1. Write a short description of how the teacher conducts the drilling of the correct pronunciation of the word *punishment*.

2. Why is drilling an effective form of error correction?

3. What is the technique of expansion? Write a brief description of it.

4. What is the example of the technique of expansion from the video lesson?

C. These activities are based on the sections of the video lesson entitled *Consolidation: Writing a Summary of the Reading* until the end of the lesson. Answer the questions while you watch the video lesson.

1. What is the purpose of the teacher's correction scheme?

2. Mrs. Fatma uses the following symbols in her correction scheme. Match the abbreviation with the point for correction.

- | | |
|-------------|----------------------------|
| ___ 1. sp | a. subject verb agreement |
| ___ 2. P | b. structure |
| ___ 3. st. | c. long sentence |
| ___ 4. SVA | d. question word/ Wh- word |
| ___ 5. T | e. punctuation |
| ___ 6. w/c | f. tense |
| ___ 7. w/o | g. word order |
| ___ 8. Wh- | h. spelling |
| ___ 9. L.S. | i. word choice |

3. Read the following statements and put them in the order in which they happen in the lesson.

- ___ a. The teacher passes back the assignments and offers praise.
- ___ b. The students exchange their drafts with a peer and offer correction.
- ___ c. The teacher corrects the common errors collectively with the class.
- ___ d. The teacher collects and marks the assignments.

SUPPORTIVE ERROR CORRECTION

Task Sheet 4 Post viewing

1. How well do you think the teacher corrected the students' errors?

2. Do you think she used a sufficient variety of correction techniques? Which techniques do you think she should have used more often? Which techniques do you think she used too frequently?

3. Which technique for correcting students' spoken errors works best in your teaching situation? Why do you think this form of correction works best?

4. Do you use drilling as a form of error correction in your class? If yes, write a short description of the kinds of errors you correct with drilling and how you do this.

5. How do you decide when to correct an error? Do you correct all errors, or do you allow some of them to pass uncorrected? Explain your reasoning.

6. Comment on what surprised you most about the error correction techniques or theory that you learned from the video and this training session.

7. What do you know about correcting errors that you did not know before participating in this training?

8. Which techniques do you use to correct your students' written work? Will you try any new techniques based on your viewing of this video? If yes, which ones will you try?

SUPPORTIVE ERROR CORRECTION

Task Sheet 5

Reflection

Watch the reflection part of the video and think about your own teaching situation and answer the following questions.

1. When does the teacher interrupt students to correct spoken errors? When does the teacher allow student's spoken errors to go uncorrected?

2. Why does Mrs. Fatma feel it is important to correct the stronger students?

3. Mrs. Fatma knows her students very well and is sensitive to their feelings when she corrects their errors. What does she say that shows this?

4. Which skill does Mrs. Fatma think is the most difficult skill for the students? Do you agree with her? Why or why not?

5. Do you use a correction scheme for correcting writing? If yes, how is similar to Mrs. Fatma's? How is it different from hers?

SUPPORTIVE ERROR CORRECTION

Task Sheet 6
Mentor's Wrap Up

Watch the mentor's commentary part of the video lesson and fill in the missing parts in the following table.

Types of Errors	Techniques for correcting errors
Speech Errors	a.) _____ b.) _____ c.) _____ d.) _____ e.) _____
Writing Errors	a.) _____ b.) _____ c.) _____ d.) _____

SUPPORTIVE ERROR CORRECTION

OPTIONAL ACTIVITIES

This tape was designed to focus on supportive error correction techniques, but it lends itself to observation of general language teaching practice, as well. Activities have been designed to make use of the observation to reflect on the following aspects:

- **Techniques for teaching vocabulary**
- **Using the Overhead Projector (OHP) effectively**

The following activities elicit description of the lesson related to each of these aspects, with discussion leading to an activity that gets trainees to develop their own guidelines for best practice. Each is based on a (re-) viewing of the same selected short segment of the tape.

Because the same segment of the tape can be used for both activities, the activities should take about the same amount of time, it may be motivating to allow trainees to select which aspect interests them, divide them accordingly, and have each half work separately on its individual task, as a whole or in smaller groups, according to the number of participants. They can then report the results of their work to the whole group of participants.

Techniques for Teaching Vocabulary

Explain that teaching vocabulary is a part of the *Hello!* Series, but that it is possible to include vocabulary work even when it is not the direct focus of an activity. Point out that every teacher has his or her own technique for teaching vocabulary. The goal of this activity is to observe, describe, and think about Mrs. Fatma's techniques for teaching vocabulary.

Show the video lesson from the section entitled *New Vocabulary* until the section entitled *Quick Reading*. Split the trainees into two groups. Ask one group to pay attention to the oral techniques Mrs. Fatma uses to elicit and focus on new vocabulary. Ask the other group to pay attention to the visual techniques that Mrs. Fatma uses to focus on new vocabulary. Have each group present its findings to the whole.

As a large group, discuss what was observed in terms of what the trainees consider *best practice*. Refer to the following two questions as a discussion guide. Allow approximately ten minutes for this discussion.

- What does Mrs. Fatma do well? Why do you consider this good practice?
- What are some other techniques she could incorporate into her vocabulary teaching?

Activity:

Divide trainees into groups of four or five. Give each a set of instructions. Allow approximately 15 minutes for the activity.

Your group has been selected to conduct a teacher-training workshop on techniques for teaching vocabulary. Choose an activity from *Hello!*, and plan a short activity which focuses on vocabulary. Refer to your own practice and experience to develop a list of techniques to include in your demonstration. After you are finished, you will pretend the other groups are your students, and you will present your vocabulary teaching techniques to do the activity.

Allow each group to 'teach' its activity to the class. Have the trainees who were the pretend students choose which techniques were the most helpful or effective. Encourage them to support their opinions with specific examples.

Planning a Lesson

The following activity is based on the beginning of the lesson through the section entitled *Pre-reading Questions*.

Tell that trainees that Mrs. Fatma is conducting a reading lesson from *Hello! 5*.

Explain that she has two objectives:

1. To set a context or scene for the story (the pre-reading stage).
2. To elicit information about the topic from the students.

Point out that Mrs. Fatma's use of the OHP is an important part of the pre-reading stage of the lesson. Put the trainees into small groups. Ask them to brainstorm a list of the characteristics of an effective transparency. Also have them describe how the transparency can be used to establish the context or introduce important language for the reading. Give them about 15 minutes for their discussion. Tell the trainees that they will watch the video and decide if Mrs. Fatma's transparency and her use of it meet their criteria. Discuss the trainees' findings as a group.

Activity:

Divide the trainees into groups to plan how to use the OHP in their own lessons. Give each group these instructions. Allow approximately 15 minutes for the activity.

Your group is preparing to teach a reading lesson from *Hello!*. You are planning to use the OHP to set the scene and elicit important language and information from the students. Plan how you can use the OHP to do this. What will you put on the transparency? What questions will you ask to elicit important language or information?

Allow each group to present their lessons. Ask the trainees to comment on the effectiveness of the transparency in setting the scene for the reading.

SUPPORTIVE ERROR CORRECTION

Answer Keys

I. Task Sheet 1: Before/After

1. A mistake and an error are technically not the same thing. A mistake is a slip of the tongue while an error indicates the student is unaware of the correct form.
2. Students do not only make errors or mistakes when they are careless or confused. Making errors is a natural part of the learning process, and all learners will inevitably make errors no matter how conscientious or studious they are.
3. The teacher may not always be the best person to correct a student's errors. Students may be able to self-correct, or receive accurate correction from their peers (classmates).
4. The best way to correct a student's error is in a way that encourages the student to think and internalize the correction. Teachers can use a variety of techniques, depending on the type of error. Teachers should use a variety of correction techniques, e.g. encourage students to self-correct or peer correct, etc.
5. It is very important for teachers to develop a plan or scheme for correcting students' written work. Students should be aware of how their writing will be corrected and what their teacher expects from them. This also helps them to peer correct more effectively.
6. Teachers should consider the purpose of the speaking activity before deciding to correct an error or let it pass. Errors made during speaking activities which focus on fluency do not have to be corrected, and in fact correction during fluency activities may inhibit students from trying to communicate in English. However, errors made during activities which focus on accuracy should be corrected.
7. Students do not benefit from having each and every error marked in their writing. This demoralizes students. Errors which are repeated or which were the focus of the lesson should be corrected.

Task Sheet 2: Viewing

1. The following techniques are used for correcting speaking errors:
 - a. peer-correction
 - b. self-correction
 - c. drilling
 - d. expansion
2. The following techniques are used for correcting errors in writing:
 - a. self-correction
 - b. peer-correction
 - c. teacher correction

3. She doesn't interrupt her students when the focus of the activity is on fluency, but she does interrupt when the focus on the activity is on accuracy.
4. She tries to help them as much as possible by devising a scheme or system for correction. The system shows the main points she will be correcting as well as the symbols she uses. She shows the system more at the beginning of the year.

Task Sheet 3: Section A

Answers will vary for columns 3 and 4.

Row 1

Column 2: Peer correction. She asks another student to step in and give the correct word.

Row 2

Column 2: Peer correction. She asks another student to pronounce the word.

Row 3

Column 2: Self correction. She pauses to give the student time to self-correct.

Row 4

Column 2: Self correction. She uses a questioning intonation to indicate something is wrong and then asks the student to repeat after he self-corrects.

Row 5

Column 2: Peer correction. She asks another student to supply the correct verb form.

Task Sheet 3: Section B

1. The teacher models the word and then drills the class as a whole. She then drills various rows and then finally she drill individuals.
2. Drilling is effective because shy students aren't singled out in front of their peers. It also allows the teacher to address an error made by many students.
3. Expansion is used when a student gives an incomplete or partially correct answer. The teacher repeats the students answer and then supplies the additional information as part of it.
4. In the lesson, the student gives an answer which is correct but incomplete. The teacher adds the information about the break in at the supermarket which the student omitted.

Task Sheet 3: Section C

1. The correction scheme explains what the teacher will mark and the symbols that will be used for marking.
2.
 1. h
 2. e
 3. b
 4. a
 5. f
 6. i
 7. g
 8. d
 9. c

3.
 - a. 3
 - b. 1
 - c. 4
 - d. 2

Task Sheet 4: Post Viewing

- . Answers will vary.

Task Sheet 5: Reflection

- . Answers will vary.

Task Sheet 6: Mentor's Warp Up

Speech Errors

- a. Question intonations and clues
- b. Self-correction
- c. Peer-correction
- d. Expansion
- e. Drilling correct forms.

Writing Errors

- a. Correction scheme
- b. Peer-correction
- c. Teacher correction.
- d. Collective correction of common mistakes

SUPPORTIVE ERROR CORRECTION

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Supportive Error Correction

GLOSSARY

application: putting into practice, applying
approximately: about, almost
assess: find the value of, evaluate
assignment: piece of work, something that should be done
asterisk: star, mark to show the importance of an item
beneficial: useful, of benefit to others
break in: a pause, a change or an opening
burglary: breaking in, entering and stealing
caption: words to explain a picture or a drawing
challenging: difficult, tough, or not easy to handle
collectively: working together as one team
conducted: done or carried out
confused: not knowing what to do
consolidation: bringing together, integrating, strengthening
demoralizing: make others less enthusiastic
differentiate: distinguish between, show the difference
distinction: difference
domination: complete and absolute control
elicit: get out, encourage to express
expansion: making larger, completion
familiarity: good knowledge of
focus on: stress, emphasize
global: important, major
guidelines: ideas designed to be followed
interference: interruption, difficulty
intimidating: threatening, frightening
jot down: write a few words in a hurry
local: limited, minor
participating: take part
peer: a colleague, friend, equal
permanent: fixed, the same, unchanged
pre-teach: teach before, prepare
respective: in turn
scheme: plan, design, way, system
slip: careless mistake
structure: grammar
supportive: helpful, encouraging
typical: as expected, usual
viewing: seeing and watching
visual: can be seen