

# Teaching teens course. Error correction.

Ведущая Аня Трофимова, автор и создатель паблика EnglishMAnnia. Read books and teach.

20 мая 2017 г., Москва

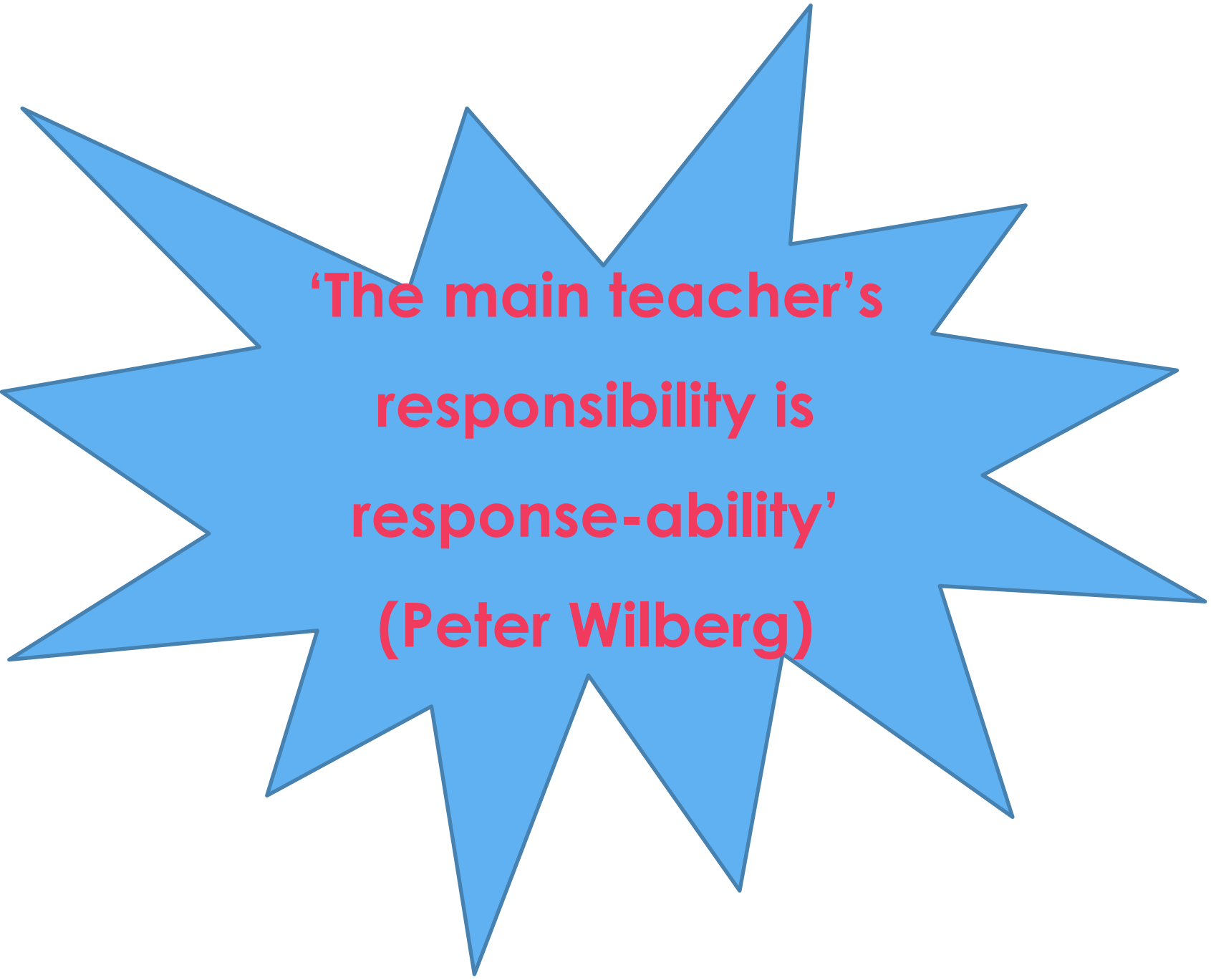


- ✓ 2012 год - РГУ имени С.А.Есенина по специальности «Международные отношения»
- ✓ 2014 год - 3 модуля ТКТ (Teaching Knowledge Test)
- ✓ 2014 год - экзамен CAE (grade A)
- ✓ 2016 год - курс Кэмбриджа CELTA (grade B)
- ✓ 2016 год - курс Кэмбриджа ICALT
- ✓ 2016 год - Диплом о профессиональной переподготовке «Преподаватель английского языка»
- ✓ С 2012 года занимаюсь частной практикой, а с 2016 года работаю преподавателем в Высшей школе лингвистики в Москве
- ✓ С 2016 года веду паблик EnglishMAnnia. Read books and teach
- ✓ Замужем. Есть 2 кота ☺

# Мы обсудим следующие вопросы:

- Нужно ли исправлять ошибки студентов?
- Когда их исправлять?
- Какие ошибки исправлять?
- Как это делать?



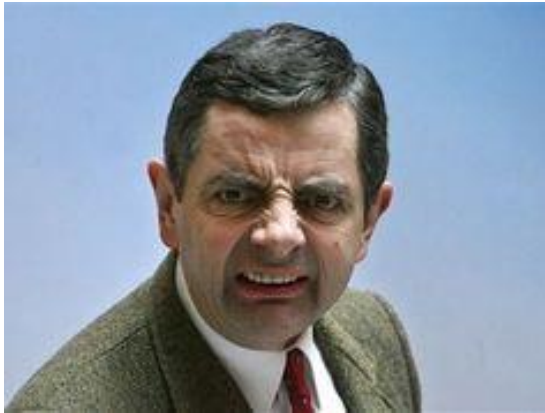
A blue starburst shape with multiple points, centered on a white background. Inside the starburst, the text is written in a bold, red, sans-serif font.

**'The main teacher's  
responsibility is  
response-ability'  
(Peter Wilberg)**

# To correct or not to correct?

- Какую ошибку совершил студент?
- Нужно ли её исправлять?
- Когда её исправлять?
- Кто будет её исправлять?
- Как её исправить?
- Какой сегодня день? Который час? Какая погода?

# Showing incorrectness during accuracy activities



S: I grewed up in Canada.  
T: **GROWED?**



S: I've seen my brother yesterday.  
T: Oh, where did you see him?  
S: I saw him in the cinema.  
T: What film did he watch?...

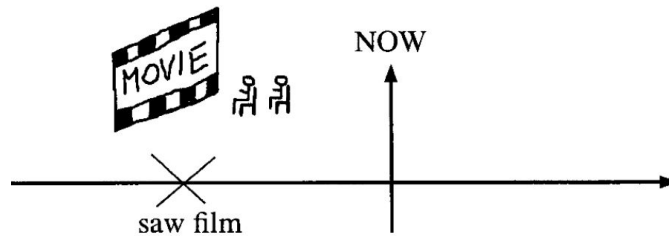
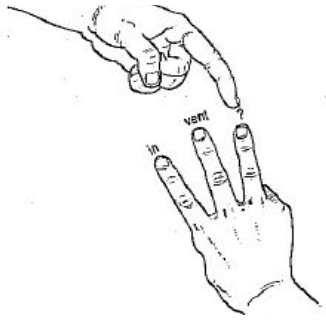
S: I growed up in Canada.  
T: Oh, you grew up in Canada, didn't you?

Again?

Tense?



# Showing incorrectness during accuracy activities



Ok, is the action in the past? Is it finished? So...

Ok, is the action in the past? Is it finished? So...

# Correction and accuracy. Self-correction

## Преимущества

- ✓ Вовлеченность студентов
- ✓ Развитие самостоятельности
- ✓ Уменьшение TTT (Teacher talking Time)





# Peer correction

- ✓ Многие подростки уязвимыми и не хотят выглядеть слабыми перед другими.
- ✓ Они могут чувствовать себя некомфортно, критикуя или будучи критикуемыми другими, в том числе и своими друзьями
- ✓ Вызываться волонтерами исправить ту или иную ошибку могут все время одни и те же люди
- ✓ Способствует развитию атмосферы взаимопомощи в классе
- ✓ Вовлеченность студентов
- ✓ Помогает нам много узнать о наших студентах



# The last resort → Teacher correction

Do you need to teach it again but in a different way?

Overstressing the correct part, e.g. invenTED

# ○ ТОМ, КАК НЕ НАДО

**T** What about house prices in the city centre?

**S** I don't know exactly how much cost a house in city centre, but I think it's very expensive.

**T** Yeah. Don't forget you have to invert verb and subject in an indirect question.

**S** Sorry?

**T** ....so you say '...how much a house costs...'

**S** Oh, yes.

**S** I'm going in Scotland.

**T** To Scotland.

**S** Yes, to Scotland.

*(5 minutes later)*

**S** Are you going in Japan, Keiko?

**T** To Japan.

**S** To Japan.

*(5 minutes later)*

**S** OK, I'm going in city centre now. Bye!

**First input, then output!**

Questions?

??



# Lets' have some practice!

1. I am agree with you.
2. I've been to the desert yesterday
3. You are a doctor?

# Correction and fluency

**Do you  
need to?**



**How can I deal  
with mistakes  
made during  
freer activities?**



# Spoken English

1. Teacher: Why are you so late?

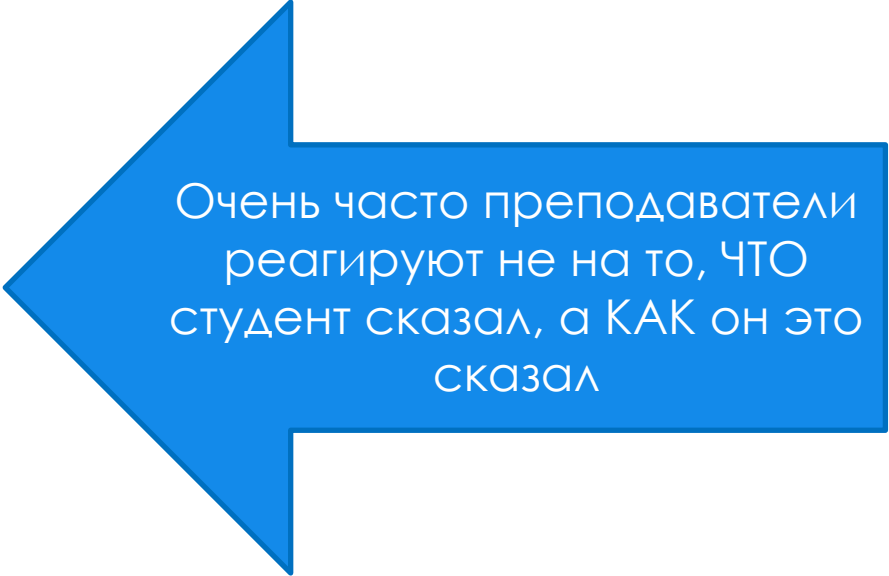
Student: I'm sorry, my mother is take to hospital

Teacher: No, not 'is take', she 'has been taken' to hospital.

2. Teacher: Why are you so late?

Student: I'm sorry, my mother has been taken to hospital

Teacher: Good!

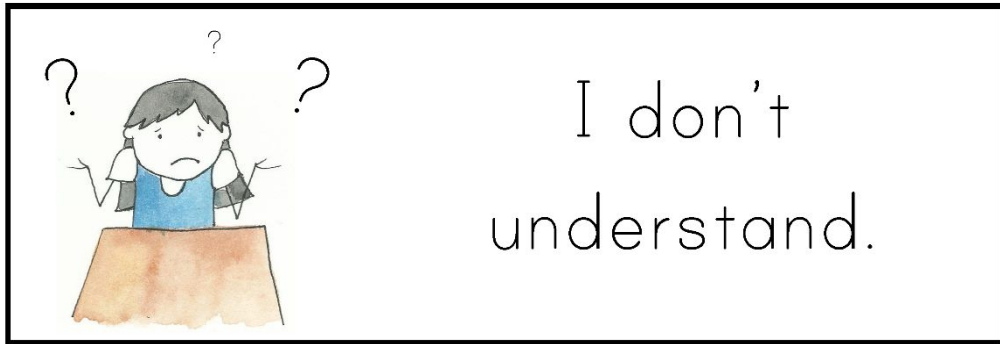


Очень часто преподаватели  
реагируют не на то, ЧТО  
студент сказал, а КАК он это  
сказал

We need to respond to  
the **CONTENT**, and not  
just to the language  
form!



# Correction and fluency



Gentle correction

In other situations



Delayed error  
correction

# Delayed error correction

A teacher is not



A teacher is

- Monitoring
  - Making notes of students' mistakes
- Or
- Recording students

# Let's have some practice!

## What is the most important mistake in these conversations?

Nesrin: Good morning.

Shopkeeper: What can I do for you?

Nesrin: Give me two apples.

(Shopkeeper weighs two apples, puts them in a bag and gives them to Nesrin)

Shopkeeper: Anything else?

Nesrin: No. How much this?

Shopkeeper: Forty pence.

(Nesrin pays and leaves.)

Peter: How long are you here for?

Amira: Two years.

Peter: Wha...! You are already here since two years?

Amira: No, no, I am come yesterday.

Peter: Oh, yester...

Amira: No, no, last week, I mean I came last week.

# The answers:

Nesrin: Good morning.

Shopkeeper: What can I do for you?

Nesrin: Give me two apples.

(Shopkeeper weighs two apples, puts them in a bag and gives them to Nesrin)

Shopkeeper: Anything else?

Nesrin: No. How much this?

Shopkeeper: Forty pence.

(Nesrin pays and leaves.)

*When we talk to people, being polite is more important than being linguistically correct*

*The most important sort of mistake is a mistake that leads to misunderstanding*

Peter: How long are you here for?

Amira: Two years.

Peter: Wha...! You are already here since two years?

Amira: No, no, I am come yesterday.

Peter: Oh, yester...

Amira: No, no, last week, I mean I came last week.

Questions?

??



# Written English

A: When I saw him the other day, well, it was yesterday, actually, he was looking down

B: What, you mean, at the pavement?

A: (shakes head) No, I mean, depressed – he was looking depressed, as if he was still thinking about Lucy.

B: Well, he always does.

A: Does what?

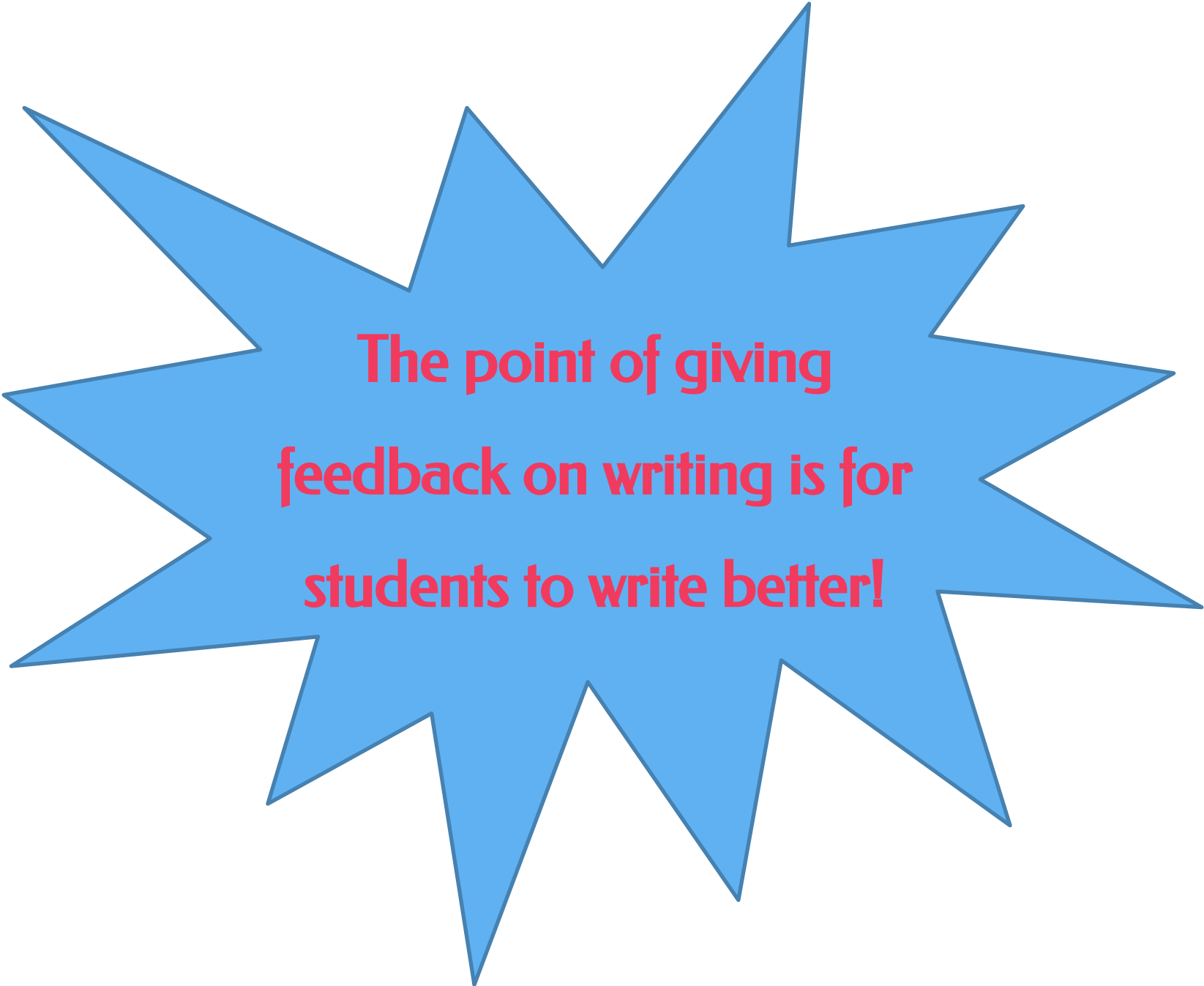
B: Look depressed. He did even before he met Lucy.

Hi, Peter!

How are you? Hope you are well! What about your car? Do you repair it? How's your dog?

I'm going to MGU next week, on maths college.

Maybe I'll go to another universities also. After I'm planning go to London to study English. I passed all my exams recently. Also I'm going to buy a new car! It's will be Moserati Vulcano! Do you know it?.....

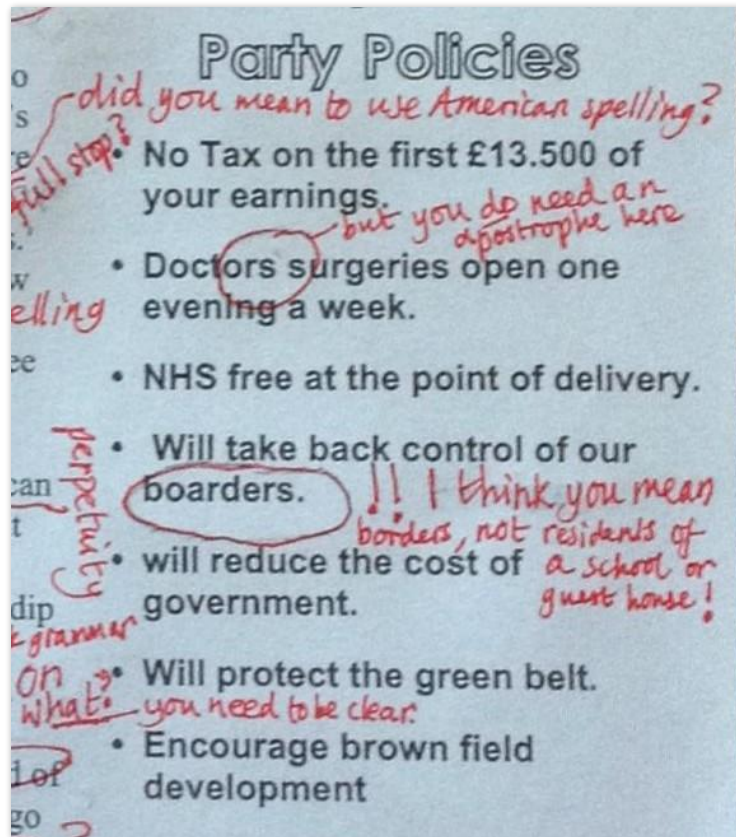
A blue starburst shape with a dark blue outline, containing three lines of red text. The text is centered and reads: "The point of giving feedback on writing is for students to write better!".

**The point of giving  
feedback on writing is for  
students to write better!**



Осталось 6  
слайдов!

# The red pen syndrome



# Используйте Correction code

**?** = Confusing, I don't understand what it means

**Λ** = Missing word

**( )** = Not necessary

**T** = Tense

**Gr** = Grammar

**WW** = Wrong Word

**WO** = Word Order



**Why is 'Good'  
bad?**

# The praise sandwich



# Как избежать 'the but part'?

Вместо

~~But~~


~~However~~



Используйте

- In order to make your writing even more effective
- To make your letter even better



A blue starburst shape with a black outline, containing red text. The starburst has multiple points of varying lengths, creating a jagged, sunburst-like appearance.

**There is no point in  
feedback if it  
doesn't lead to  
something!**

Questions?

??







**Спасибо за  
внимание!**