

Error analysis and dealing with errors

Part I

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ДЕРЖАВНИЙ ВИЩИЙ НАВЧАЛЬНИЙ ЗАКЛАД
"УЖГОРОДСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ"
ФАКУЛЬТЕТ ІНОЗЕМНОЇ ФІЛОЛОГІЇ
КАФЕДРА АНГЛІЙСЬКОЇ ФІЛОЛОГІЇ

Аналіз помилок та робота з помилками

Частина I

Ужгород 2019

УДК 372.811.111(076)

Навчально-методичний посібник «Error correction and dealing with errors» має на меті розвиток та вдосконалення вмінь та навичок ідентифікації помилок, а також роботи з ними (причини, типи і категорії помилок, поняття і типи корекції, корекція як мотивуючий/демотивуючий фактор, фідбек, його типи, принципи конструктивного фідбеку). Розрахований на студентів III курсу експериментальних груп для участі у проекті «Шкільний учитель нового покоління», в рамках курсу «Методика навчання англійської мови»

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Рекомендовано до друку методичною радою факультету іноземної філології Ужгородського національного університету (протокол № 4 від 20 лютого 2019р.) кафедрою англійської філології Ужгородського національного університету (протокол №10 від 16 травня 2019 р.)

ББКЧ486+Ш143.21я73

Contents

Session 1. Sources and reasons involved in making errors	5
Session 2. Types of errors. Errors as a feature of interlanguage. Pre-systematic and post-systematic errors (slips and mistakes). Categories of mistakes	9
Session 3. Understanding of correction. Types of correction. Correction as motivating/demotivating factor	14
Session 4. Common ways of giving and receiving feedback	23
LIST OF LITERATURE USED	29

Session 1. Sources and reasons involved in making errors
Core curriculum. English language teaching methodology. Bachelor's level. Supplementary materials. Modules 3 and 4.

Module	4 Preparing to Teach 3		
Unit	4.3. Error Analysis and Dealing with Errors		
Session	1		
Topic	Sources and reasons involved in making errors		
Objectives	By the end of the session, students will: <ul style="list-style-type: none"> • be aware of some of the reasons for their own errors • develop a working knowledge of the most common reasons for errors in L2 		
Time	90 mins		
Materials and equipment	Handout, board, A3 paper, students' marked and graded papers if available		
Procedure	Purpose	Time	

<p>Activity 1: Beliefs about mistakes</p> <ul style="list-style-type: none"> • Write on the board or display on the screen the statement “He who makes no errors makes nothing” (a proverb) • Ask students to agree or disagree with the statement and explain their point of view. Ask students if they make more mistakes in speaking or writing and why 	To explore students' attitudes to errors	5 mins
<p>Activity 2: Experience of making errors</p> <ul style="list-style-type: none"> • Ask students if they make more errors in speaking or writing and encourage them to explain why. • Ask students to recollect individually the errors they made in speaking and writing Option Ask students in advance to bring their marked and graded papers in English 	To explore ss' experience of making errors and to enable them to identify possible reasons for errors	20 mins

<ul style="list-style-type: none"> • Encourage ss to think of possible reasons for those errors and make notes of both errors and reasons. • Split ss into groups of three/four and ask them to share their types of errors and reasons behind them • Ask groups to identify the most common reasons for their errors • Take feedback from groups 		
<p>Activity 3: Reasons for errors</p> <ul style="list-style-type: none"> • Invite ss to read four short texts (Handout) which explain why learners make errors • Ask them to match reasons (categories) of errors (A-D) to their descriptions (1-4) • Ask students to compare their answers with a partner • Take selective feedback Key: A-2, B-3, C-4, D-1 	<p>To enhance students' understanding of the most common reasons for errors</p>	<p>10 mins</p>
<p>Activity 4: Categorising errors</p> <ul style="list-style-type: none"> • Split ss into 4 groups and assign one category of errors to each of them: "Developmental", "Mislearning", "Interference", "Fossilisation" • Distribute poster papers with relevant headings • Refer ss to their notes from activity 2 and handouts • Ask students to select errors which fall under their assigned category and list them on the poster with explanation of reasons • Ask students to compare the results and elicit from them the most common errors and reasons behind them • Ask students to stay in the same groups • Refer them again to their notes from Activity 2 and Handout as well as their 	<p>To enable students' to categorise errors</p>	<p>35 mins</p>

<p>school experience</p> <ul style="list-style-type: none"> • Ask students to look for reasons which do not belong to any of the four categories of reasons above • Take selective feedback <p>Tip Possible other reasons (inattentiveness, fatigue, lack of knowledge)</p>		
<p>Activity 5: Implications for the classroom</p> <ul style="list-style-type: none"> • Ask ss to work in the same groups and decide on how they can use the knowledge of the reasons for learners' as future teachers <p>Tip The knowledge of the reasons for learners' errors helps to:</p> <ul style="list-style-type: none"> ✓ Decide which learners' errors to correct and which not to correct ✓ Assess objectively learners' language skills ✓ Consider the necessity of error correction sessions in lesson planning <p>Anticipate learners' possible errors and find ways to prevent them</p>	<p>to enable students to relate learning in the session to teaching</p>	<p>10 mins</p>

<p>Activity 6: summary and round-up</p> <p>Summarise learning in the session</p>	<p>To summarise the session</p>	<p>5 mins</p>
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Module	4 Preparing to Teach 3
Unit	4.3. Error Analysis and Dealing with Errors
Session	1
Topic	Sources and reasons involved in making errors
Handout 1	Reasons (categories) of errors

1. Read the four texts below which explain some reasons for learners' errors.

Match reasons (categories) of errors (A-D) to their descriptions (1-4)

A. Developmental B. Mislearning C. Interference D. Fossilisation

<p>1. This is where faulty rules and forms, etc. become permanent fixtures in learners' language use, i.e., they keep repeating the same mistake and seem unable/unwilling to learn the correct version. A common example of this error is the omission of "s" in the third person singular verb forms.</p>
<p>2. These are similar to mistakes made by children learning their first language, where knowledge or understanding is incomplete. For example, overgeneralising errors occur where learners learn a grammar rule and then apply it to more situations than it is appropriate in – e.g. using the –ed ending for irregular past tense verbs such as "go" and "see" (goed, seed).</p>
<p>3. Language is complex and students may only partly learn the rules, forms, pronunciation, etc. Of course, misteaching also plays a part here – e.g. if the teacher does not present new language clearly and concisely, then it is more likely that students will learn only partially.</p>
<p>4. This is where learners transfer features of their mother tongue (L1) to the language they are learning (L2). For example, Ukrainian learners tend to drop the article before a countable noun in the singular, which is perfectly acceptable in Ukrainian, but wrong in English e.g. "I've got pen" instead of "I've got a pen".</p>

Your answers

A	
B	
C	
D	

2. Compare your answers with a partner.

Session 2. Types of errors. Errors as a feature of interlanguage. Pre-systematic and post-systematic errors (slips and mistakes). Categories of mistakes

Module	4 Preparing to Teach 3		
Unit	4.3. Error Analysis and Dealing with Errors		
Session	2		
Topic	Types of Errors. Categories of Mistakes.		
Objectives	By the end of the session, students will: <ul style="list-style-type: none"> distinguish between different types of errors categorize them according to different criteria 		
Time	90 mins		
Materials and equipment	handouts , posters, data projector		
Procedure	Purpose	Time	
Activity 1: Beliefs about mistakes <ul style="list-style-type: none"> Ask students to answer the question: “Why do people make mistakes?” <i>(possible answers: 1) lack of knowledge (mislearning), 2) pressure, fatigue, inattentiveness, distraction, 3) L1 interference (I’ve got pen), 4) overgeneralization (I comed). 5) because we evolve (it/s natural to make mistakes when we learn)</i> 	to introduce students to the topic, to explore students’ beliefs about mistakes	10 mins	
Activity 2: Errors as a feature of interlanguage <ul style="list-style-type: none"> Ask students to define if the statements are true or false (HO1) Refer students to Handout 2. Ask students to read about interlanguage and check their answers in Handout 1. <p>Split students into 3 groups. Each group has one statement to dwell upon. Ask each group to make notes on their problem and present their findings.</p>	To be aware of the mechanism of interlanguage errors	25 mins	

<p>Activity 3: Pre-systematic and post-systematic errors (slips and mistakes)</p> <p>Split students into three groups. Ask each group to watch the video https://www.youtube.com/watch?v=RcPxS5AEnVo and highlight the following points:</p> <ul style="list-style-type: none"> • Group 1 – “Slips”, Group 2 – “Errors”, Group 3 –“ Fossilised errors and ways to deal with them” • On the basis of the ideas try to give a working definition of mistakes and slips (whole class mode) <p>Key: SLIPS Ss know the correct form, and make the slip due to carelessness, tiredness, distraction, inattentiveness, etc. Ss can usually correct the kinds of mistakes themselves.</p> <ul style="list-style-type: none"> • MISTAKES Ss make a genuine mistake because they don’t actually know the correct form. The error is made due to factors such as trying to produce something which has not been fully learnt or learnt incorrectly, interference from first language, mistaken beliefs about the target language rules. Ss are not usually able to self-correct errors. 	<p>to enable students to distinguish between slips and mistakes</p>	<p>25 mins</p>
<p>Activity 4: Categories of mistakes 1</p> <ul style="list-style-type: none"> • Distribute HO3 • Ask students to match the categories of mistakes with their definitions. • Check the students’ answers. <p>Key</p> <ol style="list-style-type: none"> a) incorrect use of various characters such as inverted commas, hyphens, placement of spaces, extraneous apostrophes, etc. punctuation b) a collection of the various violations such as inappropriate use of colloquial slang or jargon expressions, archaic or too informal words, repetitions of some expressions within a relatively short context. stylistic c) faulty, unconventional, or controversial usage, such as a misplaced modifier or an inappropriate verb tense. grammatical 	<p>To enhance students’ understanding of the categories of mistakes</p>	<p>20 mins</p>

<p>d) a deviation from the conventionally accepted form of spelling a word. <i>spelling</i></p> <p>e) inappropriate lexical choice, which leads to misunderstanding of the message directly or at least to an increase in the burden of interpreting the text. <i>lexical</i></p> <ul style="list-style-type: none"> • substituting one sound for another, reducing groups of consonants into one, changing one consonant or vowel for another, etc. <i>phonological</i> 		
<p>5. Feedback</p> <ul style="list-style-type: none"> • Ask students to summarise what they have learnt during the session • Encourage students to ask questions to clarify any point they came across during the class <p>Follow-up (to be done at home)</p> <ul style="list-style-type: none"> • Design an activity, including the mistakes of different categories with the examples for your partners to identify them 	<p>to encourage students' reflection on the session and summarise the session</p>	<p>10 mins</p>

Module	4 Preparing to Teach 3
Unit	4.3. Error Analysis and Dealing with Errors
Session	2
Topic	Types of errors. Categories of mistakes
Handout 1	The notion of interlanguage

1. Choose one true statement from the opposite pairs

<ul style="list-style-type: none"> • Interlanguage is neither the system of the first language (L1), nor the system of the targeted second language (L2), but instead falls between the two. 	<p>Interlanguage is a system of rules one has acquired in the process of learning the targeted language, e.i., it is concerned with L2 exclusively.</p>
<ul style="list-style-type: none"> • Interlanguage errors occur when the learner becomes fully proficient in the target language. 	<p>Interlanguage is dynamic, therefore, it reflects the progress in the learner's competence</p>

<ul style="list-style-type: none"> • Interlanguage rules are fixed 	Interlanguage rules differ from speaker to speaker and depend on the type of activity
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Module	4 Preparing to Teach 3
Unit	4.3. Error Analysis and Dealing with Errors
Session	2
Topic	Types of errors. Categories of mistakes
Handout 2	Errors as a feature of interlanguage

Interlanguage (IL) is a linguistic system used by second language learners. Learners create this language when they attempt to communicate in the target language. Interlanguage is affected by the learner's native language as they use their native language knowledge to understand and organize the second language or to compensate for existing competency gaps.

Nonetheless, interlanguage is entirely different from both the learner's first language (L1) and the targeted second language (L2). Interlanguage has its own rules system but it contains ungrammatical sentences and elements. It consists of elements of L1 and L2 as well as the speaker's perceptions, it is always unique from speaker to speaker. Learners create rules, and they are changed through input such as teachers, peers, etc. and by the learner.

Interlanguage is dynamic and permeable. It serves as a bridge between L1 and L2 when learners lack knowledge and fine mastery of rules, but over time, learner's progress. They refine certain rules and obtain new ones. Their competence changes and their interlanguage starts to reflect those changes. First they may say: "I no swimming," which later becomes: "I don't swimming," until it reaches perfection: "I don't swim." The process of constant extension and revision of rules reflects IL's tendency to change. IL's rules are not fixed: they're altered, deleted, or added.

Interlanguage is systematic. Although different learners have different interlanguage, they all have their own rules within their variations. They may not align with the actual rules but they are systematic: "I received money, I bought a new car, and I sold it." Rules are set in predictable ways.

Interlanguage is variable. Learner's performance is variable. They may apply the same rule differently in separate contexts or domains. Accuracy and fluency vary across occasions as learners have alternative rules for the same function. In a classroom setting, where the learner is focused on producing grammatically correct

sentences, they may say: "I don't drink coffee." In a spontaneous conversation, the same meaning can be expressed as: "I no drink coffee."

Module	4 Preparing to Teach 3
Unit	4.3. Error Analysis and Dealing with Errors
Session	2
Topic	Types of errors. Categories of mistakes
Handout 3	Categories of mistakes

1. Match types of mistakes (1-6) to their description (a-f)

f) incorrect use of various characters such as inverted commas, hyphens, placement of spaces, extraneous apostrophes, etc.

g) a collection of the various violations such as inappropriate use of colloquial slang or jargon expressions, archaic or too informal words, repetitions of some expressions within a relatively short context.

h) faulty, unconventional, or controversial usage, such as a misplaced modifier or an inappropriate verb tense.

i) a deviation from the conventionally accepted form of spelling a word.

j) inappropriate lexical choice, which leads to misunderstanding of the message directly or at least to an increase in the burden of interpreting the text.

k) substituting one sound for another, reducing groups of consonants into one, changing one consonant or vowel for another, etc.

1. Grammatical	
2. Lexical	
3. Phonological	
4. Spelling	
5. Stylistic/situational	
6. Punctuation	

Session 3. Understanding of correction. Types of correction. Correction as motivating/demotivating factor

Module	4 Preparing to Teach 3
Unit	4.3. Error Analysis and Dealing with Errors
Session	3
Topic	Understanding of correction. Types of correction.
Objectives	By the end of the session, students will be aware of: <ul style="list-style-type: none"> • the notion of correction and its types • the role of correction as a motivating/ demotivating factor in learning and will be able to: • identify the advantages/ disadvantages of different types of correction
Time	80 mins
Materials and equipment	handouts , Power Point Presentation

Procedure	Purpose	Time
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<p>Activity 1</p> <ul style="list-style-type: none"> • Put up ‘<i>Agree</i>’, ‘<i>Disagree</i>’ and ‘<i>Not sure</i>’ signs in different places in the classroom. • Demonstrate statements\ comments about correction (HO1). • Ask students to move to the relevant poster area depending on whether they agree, disagree or not sure about each of the statements. • Take selective feedback from the group. • Summarize the key points <p>1. All errors and mistakes should be immediately corrected by the teacher (<i>revise: pre-systematic and post-systematic mistakes, slips and errors, fossilized errors (the ones which remain uncorrected and left to become a</i></p>	to enable students to explore their beliefs on dealing with correction	10 mins
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part of a student's language), anchoring (using some symbol) in fluency technique, not to interrupt the student and have him lose his train of thought,).

2. Immediate peer-correction should be systematically encouraged to get rid of errors (*can be demotivating, discouraging, a student may feel humiliated, though, it can foster the cooperative spirit*)

3. All errors should be noted and corrected at a time when doing so does not interfere with communication. (otherwise they'll become fossilized errors)

4. Errors should not be simply corrected, but also analyzed and explained at an appropriate time.

5. Mistakes which are mere slips should be passed over, but systematic errors should be got rid of.

6. Errors should be accepted as 'transitional interlanguage' and ignored.

Tip

It is always asked whether we should correct all students' errors, whenever they occur. The reasonable answer is that if we stop at every single error and treat it with no room for errors to take place, this will lead to a gap of communication and students will be too much afraid of making mistakes. Hence, due to being too much obsessed with making errors, students will be too much reluctant to participate. Thus, Teachers should be aware of when to correct errors and how to do that without any hurt and humiliation. In a learner- centered classroom, it should be better to correct errors, which students make unconsciously, whenever there is a gap of communication or when not treating the error will result in a misunderstanding of the idea expressed.

Summarise the activity.

<p>Activity 2</p> <ul style="list-style-type: none"> • Split students into groups of two. • Ask students to brainstorm the words they associate with correction. The representative of each group writes down the key words on the blackboard. • Ask students to work out their definition of correction. • Ask students to compare their definitions with the one on the slide: <p><i>Correction is a form of feedback, when a teacher or another student provides the correct version of an error, either spoken or written.</i></p> <ul style="list-style-type: none"> • Tell students to stay in the same groups if they are comfortable there. • Distribute Handout 2. • Ask students to write the key ideas of each approach and how it affects error correction. • Tell students to say which of these approaches their personal views on error correction are most similar to. <p>Summarise the activity.</p>	<p>to familiarize students with the notion of correction and its treatment in different ELT approaches</p>	<p>15 mins</p>
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<p>Activity 3</p> <ul style="list-style-type: none"> • Invite the students to get familiar with types of correction (Handout 3) • Tell students to think what types of correction the teacher uses (Handout 3) <p>MONICA: Trains are safer planes. TEACHER: Safer planes? (<i>with surprised questioning intonation</i>) MONICA: Oh... Trains are safer than planes. TEACHER: Good, Monica. Now, 'comfortable'.... Simon?</p>	<p>to get students acquainted with the types of correction</p>	<p>15 mins</p>
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<p>SIMON: Trains more comfortable. Planes are. TEACHER: Hmm. Can you help Simon, Bruno? BRUNO: Err... Trains are more comfortable than planes. TEACHER: Thank you. Simon? SIMON: Trains are more comfortable than planes. TEACHER: That's right, Simon. Great. What about 'fast', Matilde? MATILDE: Trains faster planes. I don't know. TEACHER: OK. Look. Trains go at a hundred miles an hour, planes go at 500 miles an hour, so planes are faster than trains. Yes? MATILDE: Planes are faster than trains. TEACHER: Well done, Matilde.</p> <p><i>Expected answer: 1. Self-correction; 2. Peer correction; 3. Teacher correction.</i></p> <p>Summarise the activity</p>		
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<p>Activity 4</p> <ul style="list-style-type: none"> • Split students into three groups. • Tell students to work out the advantages and disadvantages of the given type of correction (self-correction, peer correction and teacher correction). • Tell students to present their ideas to the class. • Ask the other groups to agree/ disagree with the presented ideas. • Distribute Handout 4. • Ask students to compare the ideas from Handout 4 and the discussed ones. • Summarise the activity. <p><i>Focus question: Which type of correction is motivating for you? Why?</i></p>	<p>to enable students to discuss advantages and disadvantages of different types of correction</p>	<p>15 mins</p>
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<p>Activity 5</p> <ul style="list-style-type: none"> • Split students into two groups. • Ask Group A to present all the arguments to prove that correction is a motivating factor in ELT. • Ask Group B to present all the arguments to prove that correction is a demotivating factor in ELT. • Tell students to present their findings. • Ask students to change their position if necessary based on the arguments presented. <p>• Summarise the activity. <i>Focus questions:</i> Is correction a motivating or demotivating factor in learning? Or both? Under what conditions can correction motivate learning/ discourage learners?</p>	<p>to enable students to raise their awareness of correction as a motivating/ demotivating factor in ELT</p>	<p>15 mins</p>
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<p>Activity 6</p> <p>Ask students to reflect on their last language lesson focusing on the types of correction the teacher used and their effectiveness.</p> <p><i>Focus questions:</i></p> <ol style="list-style-type: none"> 1. Which types of correction did the teacher use? 2. Was it motivating or demotivating? Why? 3. What would you have done differently? Why? <p>In plenary, tell students to think what type of correction prevailed and if it was possible to use a different type to make it more effective.</p>	<p>to get students to evaluate correction in their ELT</p>	<p>5 mins</p>
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<p>Activity 7 Round-up</p> <ul style="list-style-type: none"> • Ask students to come up with their key learning points in the session. • Elicit students' ideas on how their new learning can help them in their future teaching. 	<p>to get students identify key learning points in the session and relate them to their future teaching context</p>	<p>5 mins</p>
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Module	4. Preparing to Teach 3
Unit	4.3. Error Analysis and Dealing with Errors
Session	3
Topic	Understanding of correction. Types of correction
Handout 1	Dealing with Correction

- All errors and mistakes should be immediately corrected by the teacher
- Immediate peer-correction should be systematically encouraged to get rid of errors.
- All errors should be noted and corrected at a time when doing so does not interfere with communication.
- Errors should not be simply corrected, but also analyzed and explained at an appropriate time.
- Mistakes which are mere slips should be passed over, but systematic errors should be got rid of.
- Errors should be accepted as ‘transitional interlanguage’ and ignored.

Module	4. Preparing to Teach 3
Unit	4.3. Error Analysis and Dealing with Errors
Session	3
Topic	Understanding of correction. Types of correction
Handout 2	Error correction in different ELT approaches

1. Read the text.
2. Say which of these approaches your personal views on error correction are most similar to.

Communicative Language Teaching (CLT) shifted the emphasis from accuracy to fluency. Mistakes were not longer seen as negative manifestations of learners' performance, but rather as an indispensable part of the learning process, showing that real learning is taking place. The main purpose of language learning is the ability to use language for real communication. Error correction still has a place in the classroom but it would be less direct and intrusive; for example, it can take place at the end of a communicative activity. Error is an indication of learners' effort in producing the language.

Audiolingualism, which gained considerable popularity in the 1960s grew out of the belief that language learning was a process of habit formation. This teacher-centered approach relied heavily on imitation and memorization where learners had to learn carefully sequenced lists of set phrases or sentences. There was great effort on the part of teachers to get learners to produce error-free sentences. In fact, mistakes were not to be tolerated in Audiolingualism. They were a sign that the 'good habits hadn't yet been learnt'.

The Lexical Approach (LA) proposed in the early 1990s can be considered an offshoot of the CLT. While compatible with the communicative view of the language, the LA claims that grammar mistakes are often results of gaps in the lexical knowledge. Therefore, what is often needed is not error correction but rather more lexical input to enrich learners' vocabulary. Grammar mistakes will eventually take care of themselves as learners work on developing their lexical knowledge, particularly their command of ready-made phrases, patterns and 'chunks'.

Coursebook In-Service Teacher Professional Development, British Council in Ukraine, 2012

Module	4 Preparing to Teach 3
Unit	4.3. Error Analysis and Dealing with Errors
Session	3
Topic	Understanding of correction. Types of correction
Handout 3	Different Types of Correction

1. Types of correction

There are several ways of correction that can be employed in the classroom.

Self-correction:

After the student recognizes what is incorrect in his/her response, s/he should be able to correct him/herself. Self-correction is the best technique, because the student will remember it better.

Peer correction:

If the student cannot correct him/herself the teacher can encourage other students to supply correction. This technique is to be applied tactfully, so that the student who originally made the mistake will not feel humiliated.

In the case of errors, it is useful if after peer correction the teacher goes back to the student who made the error and gets him/her to say it correctly. Edge (1990) mentions the following advantages of peer correction:

- It encourages cooperation, students get used to the idea that they can learn from each other

- Both learners (who made the error and who corrects) are involved in listening to and thinking about the language

- The teacher gets a lot of important information about the learners' ability - if students learn to practice peer correction without hurting each other's feelings, they will do the same in pair-work activities. However, it may happen that whenever the teacher asks for peer correction from the whole class, it is always the same students who answer. In this case the teacher has to make sure that other students are involved as well.

Teacher correction:

If no one can correct, the teacher must realise that the point has not yet been learnt properly. In that case the teacher can re-explain the problematic item of language, especially if the teacher sees that the majority of the class has the same problem. There might be more repetition and practice necessary. We must not forget that the main aim of correction is to facilitate the students to learn the new language item correctly. That is why it is important that after correction the teacher has to ask the student who originally made the error or mistake to give the correct response.

2. Identify what types of correction the teacher uses in the following extract.

MONICA: Trains are safer planes.

TEACHER: Safer planes? (*with surprised questioning intonation*)

MONICA: Oh... Trains are safer than planes.

TEACHER: Good, Monica. Now, 'comfortable'.... Simon?

SIMON: Trains more comfortable. Planes are.

TEACHER: Hmm. Can you help Simon, Bruno?

BRUNO: Err... Trains are more comfortable than planes.

TEACHER: Thank you. Simon?

SIMON: Trains are more comfortable than planes.

TEACHER: That's right, Simon. Great. What about 'fast', Matilde?

MATILDE: Trains faster planes. I don't know.

TEACHER: OK. Look. Trains go at a hundred miles an hour, planes go at 500 miles an hour, so planes are faster than trains. Yes?

MATILDE: Planes are faster than trains.

TEACHER: Well done, Matilde.

Module	4. Preparing to Teach 3
Unit	4.3. Error Analysis and Dealing with Errors
Session	3
Topic	Understanding of correction. Types of correction
Handout 4	Advantages and Disadvantages of Different Types of Correction

Type of Correction	Advantages	Disadvantages
<i>Self-correction</i>	<ul style="list-style-type: none"> • People usually prefer to put their own mistakes right rather than be corrected by someone else. • Self-correction is easier to remember. • It encourages noticing. • It increases confidence. 	<ul style="list-style-type: none"> • Students may not be able to recognize mistakes. • Students may make another mistake. • Overuse hinders the flow of conversation.
<i>Peer correction</i>	<ul style="list-style-type: none"> • Fosters teamwork and support: stronger students help weaker students. • Students can learn from each other and be less dependent on teachers. • It provides teachers with the information about the learners' progress. 	<ul style="list-style-type: none"> • Students may not catch mistakes. • The same students can always volunteer to correct. • It can be time consuming. • Some learners might feel superior to others. • Some learners in some cultures are not used to criticizing each other.
<i>Teacher correction</i>	<ul style="list-style-type: none"> • Saves time. • It is good to use when learners can't judge what is right and what is wrong. • It works well with low-level students. 	<ul style="list-style-type: none"> • Creates a teacher-centered classroom. • Prevents students from noticing mistakes. • Harms learners' ability to analyze why something is wrong. • It negatively affects confidence.

Session 4. Common ways of giving and receiving feedback

Module	4 Preparing to Teach 3
Unit	4.3. Error Analysis and Dealing with Errors
Session	4
Topic	Common ways of giving and receiving feedback
Objectives	<p>By the end of the session, students will:</p> <ul style="list-style-type: none"> • Be aware of the notion of feedback and its types • Raise awareness of effective and ineffective feedback • Be able to dwell upon and apply the principles of constructive feedback • Gain awareness of the ways of giving and receiving feedback.
Time	90 mins
Materials and equipment	handouts , cut-ups, board, poster paper

Procedure	Purpose	Time
<p>Activity 1: Previous experience of giving and receiving feedback</p> <ul style="list-style-type: none"> • Discuss with the students their experience of giving and receiving feedback. • Invite the students to describe the kind of feedback they received and their feelings. <i>(oral/written; S-T/ T-S/peer observation/peer checking /after the activity/at the end of the session; encouraging/demotivating/concentrating on the shortcomings/offering guidance on way of improvement)</i> 	To explore students' previous experience	10 mins
<p>Activity 2: Types of feedback</p> <ul style="list-style-type: none"> • Split students into three groups. • Refer students to HO1 and ask them to focus on different terms related to types of feedback. 	To raise students' awareness of the possible types of feedback	25 mins

<ul style="list-style-type: none"> • Invite the students to express their understanding of the terms in the table and fill the table in. • Ask students to present their findings. • Distribute cut-ups and ask the students to match term and description. • Give students time to compare their understanding with the descriptions and make changes in the table if necessary. 		
<p>Activity 3: Effective and ineffective feedback</p> <ul style="list-style-type: none"> • Regroup the participants. • Ask students to sort out terms into effective and ineffective feedback (HO1). Ask which two terms do not fall under these categories • Refer students to sample feedback (HO2) and ask them to describe the feedback and its possible effects. Ask students to think of the language of feedback too. Ask students to identify the language which makes feedback negative. 	<p>To enhance students' understanding of effective and ineffective feedback</p>	<p>20 mins</p>
<p>Activity 4: Principles of giving constructive feedback</p> <ul style="list-style-type: none"> • Ask students if they are comfortable within their groups • Distribute HO 3 • Ask students to analyse the principles of effective feedback. Rank the principles according to how important they feel they are. • Invite the students to present their findings, giving reasons. 	<p>To raise students' awareness of the principles of giving effective feedback</p>	<p>20 mins</p>
<p>Activity 5: Giving feedback</p> <p>Invite students to rewrite the feedback (HO2) using the principles of giving effective feedback</p>	<p>To enable students use the principles of giving feedback</p>	<p>10 min</p>

Activity 6: Summary and round-up Summarise learning in the session	To summarise the session	5 mins
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Module	4. Preparing to Teach 3
Unit	4.3. Error Analysis and Dealing with Errors
Session	4
Topic	Common ways of giving and receiving feedback
Handout 1	Types of feedback

1. Express your understanding of the terms in the table and fill it in.

<i>Term</i>	<i>Your understanding</i>
Constructive	
Descriptive	
Destructive	
Formal	
General	
Judgemental	
Negative	
Positive	
Specific	

2. Sort out terms into effective and ineffective feedback.

<i>Effective</i>	<i>Ineffective</i>

Module	4. Preparing to Teach 3
Unit	4.3. Error Analysis and Dealing with Errors
Session	4
Topic	Common ways of giving and receiving feedback
Cut-ups	Definitions

Match types of feedback to their definitions.



Constructive	Providing a solution-focused developmental dialogue, encourage reflection
Descriptive	Giving an accurate description of the behavior
Destructive	Describing a perceived negative behavior, without proposing a solution
Formal	Planned as a part of assessment process to evaluate learning
General	Making broad comments of praise or blame
Judgemental	Giving critical comments
Negative	Focusing on shortcomings, not offering guidance on ways of improvement
Positive	Making encouraging comments and praising effort
Informal	Given throughout the program (usually spoken)
Specific	Stating exactly what is being done

Module	4. Preparing to Teach 3
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Session	4
Topic	Common ways of giving and receiving feedback
Handout 2	Giving feedback

1. Describe the feedback and its possible effects.

Teacher: How do you feel your presentation went?

Student: I think it was fine. The peers seemed to enjoy it.

Teacher: I beg to differ. The presentation was not structured; a lot of pronunciation mistakes have been made. The ideas were silly, there were problems with the wording, and your grammar mistakes – I have told you about them before. You really have to do better the next time.

Module	4. Preparing to Teach 3
Unit	4.3. Error Analysis and Dealing with Errors
Session	4
Topic	Common ways of giving and receiving feedback
Handout 3	Principles of giving effective feedback

The language used in providing feedback can strongly influence the value it has for learner’s learning. Too vague and the learner has limited knowledge to move forward. Too complex and learners can become confused or overwhelmed. If the feedback highlights only the errors made or the criteria met, then learners can struggle to understand how to improve. Language that is too critical can cause students to feel that their efforts have not been acknowledged, and language overly complimentary can cause learners to ignore areas for improvement.

Principles of giving effective feedback

Feedback should be educative in nature	Providing feedback means giving students an explanation of what they are doing correctly AND incorrectly. However, the focus of the feedback should be based essentially on what the students is doing right. It is most productive to a student’s learning when they are provided with an explanation and example as to what is accurate and inaccurate about their work. Use the concept of a “feedback sandwich” to guide your feedback: Compliment, Correct, Compliment.
Refer to behavior and actions	Concentrate on the areas of improvement rather than judgmental and negative comments
Own the feedback	Take responsibility for what you are saying, don’t infer that it comes from elsewhere.

<p>Be immediate</p>	<p>When feedback is given immediately after showing proof of learning, the student responds positively and remembers the experience about what is being learned in a confident manner. If we wait too long to give feedback, the moment is lost and the student might not connect the feedback with the action.</p>
<p>Be sensitive to the individual needs of the student</p>	<p>It is vital that we take into consideration each student individually when giving feedback. Our classrooms are full of diverse learners. Some students need to be nudged to achieve at a higher level and other needs to be handled very gently so as not to discourage learning and damage self-esteem. A balance between not wanting to hurt a student's feelings and providing proper encouragement is essential.</p>
<p>Be specific</p>	<p>State exactly what the learner is doing. Focus on specific behavior. Make concise statements about the learner's actions rather than general comments of praise or blame</p>
<p>Be understood</p>	<p>Ensure that your learner understands what you are saying. Use your reflective listening skills</p>

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УДК 372.811.111(076)

ББКЧ486+Ш143.21я73

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Навчально-методичний посібник «**Error correction and dealing with errors**»

Ужгород: УжНУ, 2019. – 30с.