Cambridge English: TKT

one stop english

Overview: These practice materials by Russell Whitehead are designed to help with the Module 3 exam, in particular with the 'Classroom management' section of the test. Please note that these materials do not focus on the kinds of errors that learners make; that is part of Module 1.

Part of exam: Module 3 (Managing the teaching and learning process): Classroom management

Materials: one copy of the worksheet per student

Time: 30–60 mins

Think about:

- What is an error?
- What is the point of correcting a learner who makes an error?
- What do you hope to achieve when you correct an error?

Notes for teacher trainers

It's possible that the trainees you're working with may have either not thought very deeply about correction or they may have rather set ideas about how and when to correct. To broaden the issue from the outset, get them to think about all the different situations in which they experience correction in their lives.

Useful discussion should result from considering the differences between parents and others 'correcting' children learning L1 and teachers and others 'correcting' children and adults learning L2. Attention and focus can be achieved effectively through such discussion, without fixed answers having to be available.

Although TKT tests learner error (as an aspect of the learner's language) separately in Module 1, you may well want to look at the two areas together here. Ask trainees to prepare for the session(s) by asking them to collect examples of errors their learners make, etc. These can form a bank for discussion and analysis.

TKT: Module 3 – Correction and feedback

Stage 1: Considering

a) *Suggested answers:*

I eat every day toast for breakfast. – Word order error (I eat toast every day.)

Coffee is producing in several continents. – Tense error (is produced)

She's studying English since five years. – Grammar error (for vs since for time)

Do you want watch the match on TV? – Verb error (to watch)

He picks the children from school at four. – Grammar error (picks vs picks up)

Next week I going on holiday. – Verb error (am going)

Is a really beautiful day. – Grammar error (It is)

b) *Trainee's own answers*

c) *Trainee's own answers*

Stage 2: Experimenting

d) *Suggested answers:*

1. *ignoring errors*
2. *peer correction*
3. *identifying the errors*
4. *delayed correction*
5. *timeline*
6. *self-correct*
7. *fluency*
8. *phonemic chart*
9. *finger correction*
10. *echo correction*

e) *Trainee's own answers*

f) *Suggested answers:*

1. *A – Showing you've understood (although positive, in a way) won't encourage the learner to be accurate at this important stage of the learning process.*

2. *C – The learner needs to get the spelling right in the new vocabulary, and written work is the appropriate place to deal with this.*

3. *B – The issue is one of pronunciation so spelling this word won't actually help. (The phonemic script probably would, however.)*

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TKT: Module 3 – Correction and feedback

Stage 1: Considering

a) **Look at the following things learners said in lessons. What kind of error has been made in each case?**

I eat every day toast for breakfast.   *Coffee is producing in several continents.*

She's studying English since five years.   *Do you want watch the match on TV?*

He picks the children from school at four.   *Next week I going on holiday.*

Is a really beautiful day.

How would you correct these errors?

b) **Write down some errors you have noticed learners make recently. Try to include both written and spoken examples.**

_____

_____

_____

_____

_____

_____

_____

_____

Did you correct these errors? How?

> **Think about:**
> A key distinction in learner activity is between accuracy and fluency. Sometimes the point is for learners to get something absolutely correct in terms of grammatical structure, lexical exactness or phonological precision. At other times, the point is for learners to try to speak (or write) as much as possible, as fluidly as possible. The issue of how and when to correct is heavily dependent on this distinction.

> **Think about:**
> There are three basic choices for correction: Don't correct.
>   Do correct – now.
>   Do correct – later.

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c) **When is it better not to correct? There are several reasons not to correct at the time the error is made, but to wait until later.**

- You may want to see if the error is repeated or if it was just a one-off mistake.
- If learners are doing a fluency-based speaking activity, you may be going around monitoring. You can write down some errors and discuss them with the class later.
- You may be deliberately waiting to see how many errors and what kinds of errors the learners make, so that you can evaluate their needs.
- You may be hoping that the learner will correct himself or herself.
- You may be hoping that another learner will correct the error.

There are also reasons not to correct at all.

- It may be that a shy learner is finally speaking and you see no reason to stop or discourage him or her.
- The language point involved may be far above the learners' level, and so not worth trying to deal with.
- You may feel that the error doesn't block communication and that it doesn't really matter.
- If the lesson or activity is focused on certain key vocabulary, for example, you may feel that it's important for learners to get these new words right, but that it's not so important if they make some grammatical errors.
- In written work, in particular, you may feel that correcting every error would leave more of your red ink than the learners' own writing.
- And, of course, there just may not be time.

Stage 2: Experimenting

d) **There are several important terms in considering errors and error correction that you need to know. Choose from this list to complete the sentences that follow.**

> self-correct   delayed correction   peer correction   echo correction   ignoring errors
> identifying the error   phonemic chart   finger correction   timeline   fluency

1. In some situations, _____ may be more suitable than correcting them. This is often the case during group discussion activities, or where communication is not affected, or where the error is above the learners' level.

2. Teachers often want to encourage learners to correct each other's errors, and this process is called _____ .

3. The first step in correction is _____ , and there are various ways of doing this.

4. If an activity is going well, the teacher may decide that learners' errors, although significant, can be dealt with by _____ .

5. Drawing a _____ on the board can help to highlight errors involving grammar relating to time and sequences of events.

6. A learner is unlikely to develop successfully into an autonomous learner unless they are encouraged to _____ .

7. When learners are involved in _____ activities, teachers often write down any errors, in order to deal with them later.

8. Errors in pronunciation are often dealt with by referring to the _____ .

9. Teachers often make use of physical techniques to help learners. For example, using gestures and _____ to show where contractions should take place or where a word is missing in a sentence.

10. If the teacher repeats learners' errors, usually with rising intonation, this is called _____ and is designed to encourage the learners to realize they have made errors.

Now check your answers.

e) **Look again at the errors listed in a) and b) above. Go through 1–10 in d) and see what connections you can make. For example, which of the errors would it be useful to use 'echo' correction for?**

The list in a) doesn't contain examples of pronunciation errors. Think of some typical pronunciation errors your learners make. How could they be most effectively corrected?

Make notes here:

_____

_____

_____

_____

_____

_____

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Worksheet

f) Now try this part of a sample TKT exam task. For questions 1–3, look at the situations in which a teacher corrects learners and at the correction strategies listed A, B or C. Two of the correction strategies are appropriate in each situation. One of the correction strategies is <u>NOT</u> appropriate. Mark the correction strategy (A, B or C) that is <u>NOT</u> appropriate.

1 In a controlled practice activity on the present perfect, a lower-intermediate learner says, 'I been to Australia twice.' The teacher …

   A points to Australia on a world map to show that he has understood.

   B counts the words on his hand to show there is a missing word.

   C writes the model sentence on the board again to show the target structure.

2 In a writing activity designed to practise new vocabulary, a learner makes quite a few spelling mistakes with the new words. The teacher …

   A writes correction code 'Sp' next to each spelling mistake made.

   B has learners work in pairs to correct each other's writing.

   C chooses to ignore the spelling mistakes.

3 During open class work, one learner says 'comfortable' with the stress on the second syllable. The teacher …

   A gestures with his hand to his ear to ask the learner to repeat the word.

   B tells the learner to write the word on a piece of paper.

   C asks the learner, 'Where is the stress on that word?'

Stage 3: Reflecting

There is no simple recipe for correction. It always depends on so many things.

- **What stage of the lesson are you at?**
- **What level are the students?**
- **How well does everyone in the class know and trust each other?**
- **How important or relevant is the language point that the learner has just got wrong?**
- **Is it better to correct immediately, later, or not at all?**

Make sure you are familiar with the terms and ideas in d) above.

Set yourself a target

Try to observe as many other teachers as you can, whether they are experienced or new trainees.

Make notes of the kinds of errors learners make in these lessons. Make notes about what the teacher does (or doesn't do) about the errors.

Come back to this later

An important aspect of planning is thinking about problems that may come up. The more able you are to predict, the better prepared you will be to correct effectively.

Look back through these materials in a couple of months' time: have you got better at predicting errors? Has this helped you to correct more effectively?

Suggestions for independent learning

If you can, practise speaking a language you are learning with a native speaker or someone with a good level. Ask them to correct your errors. See how this feels. After fifteen minutes or so, stop the speaking practice, and discuss with that person what techniques they used, how you felt about the experience, and so on.

> **!** **Don't forget:**
> The reason for correcting is to help a learner improve.