



## MAKING ERROR CORRECTION A TEAM EXERCISE

### Learners work as a class to correct mistakes

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| <b>Level:</b>                   | <b>Elementary - Advanced</b>                               |
| <b>Target Audience:</b>         | <b>Secondary, Adults</b>                                   |
| <b>Language / Skills Focus:</b> | <b>Error Correction</b>                                    |
| <b>Activity Time:</b>           | <b>15 - 20 minutes</b>                                     |
| <b>Materials:</b>               | <b>A list of mistakes from your learners' written work</b> |

### MATERIALS PREPARATION

Collect around ten sentences with mistakes from your learners' written work. These should be mistakes that they are capable of correcting themselves with help from their classmates. It is wise to 'disguise' the original sentences so that individual learners do not recognise their own mistakes and feel embarrassed.

### IN CLASS

- 1 Write the ten sentences on the board, if possible before your learners arrive for class.
- 2 Tell your learners that the sentences on the board all contain one or more mistakes. It is their job to find the mistakes and correct them without any help from you.
- 3 Explain that individual learners should go to the board and try to correct one mistake each. There should be only one person at the board at any time, although everyone in the group can help by calling out suggestions. At the end of the activity there should be ten completely correct sentences on the board. Provide a board pen and board rubber and begin the activity.
- 4 You should sit at the back of the room and observe. Do not interrupt the class or give any help whatsoever with the correction process.
- 5 When they have finished, return to the front of the class and congratulate the class on the mistakes they have been able to find. If necessary, correct any mistakes they have missed.

### VARIATION

Write up a mix of correct and incorrect sentences but do not tell learners which is which.

### COMMENT

This activity encourages learners to discuss errors together, and gives the teacher an opportunity to listen and observe this process. Keep the activity short, and include a variety of more and less obvious mistakes to cater for different levels in the class. Sometimes learners will make changes in the sentences that you did not intend. This is fine, as long as the final sentences they produce are correct.

### ACKNOWLEDGEMENT

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