

Appendix C **Error Correction**

Errors are a natural part of the language development process. Correcting every student error is undesirable because it can create a stressful (rather than supportive) environment and thereby tend to hinder a student's language development. However, it is important that you provide corrective feedback to students at appropriate times so that they can improve their performance and accuracy. You should give corrective feedback in varying forms based on the learning style of the student receiving the feedback and the purpose of the activity. For example, if students are presenting a report on global warming, you would comment on content and delivery, not on language form. In this instance, the purpose of the activity is for students to use language to communicate their ideas. If you were to interrupt a student to correct a verb tense, the student might become discouraged and distracted from the task at hand. However, if the focus of the lesson is on present tense verbs and a student says, "Maria want a book," you should offer corrective feedback so that the student realizes that the verb is incorrect. The following are some implicit and explicit forms of error correction appropriate in the ELD context:

1. The teacher repeats what the student said, but includes a correction. For example, if the student says, "She walking to school," the teacher would respond, "She **is** walking to school."
2. The teacher makes a facial expression or sound that indicates a mistake was made and prompts the student to try to correct the error.
3. The teacher asks the student to rephrase what he or she just said.
4. If the mistake was made in response to a question, the teacher repeats the question, emphasizing a key word(s) that will help lead the student in the right direction.