



Month/Year	November 2021	Teachers	A
Idea name	Error correction technique (Writing)		

Aims	To provide effective feedback on learners' writing
Procedure	<p>Example:</p> <p>Two weekends ago I went with my girlfriend to Bula <u>restaurant, in the Zaragoza's downtown</u> 🙄 1. It was such a rainy day and our best plan was to eat tasty food.</p> <p><u>When we arrive at the</u> 🙄 2 restaurant, the waiters were quite nervous because there were lot of people eating at the moment. <u>After a little while</u> 👍, the waiter showed us to our table. It is really important to book for lunch on weekends in this place. The atmosphere was <u>cheerful and fairly elegant</u> 👍, although the waiters seemed <u>extremely tired</u> 👍.</p> <p><u>As soon as we sat</u> 👍 on our site, we could order the meal. All of the dishes were for share because we wanted to try everything. For <u>starter we order a salad</u> 🙄 3, and then, a risotto with bull meat. It was really nice but the best of the meal was the last plate. Beef tartar was <u>absolutely delicious</u> 👍. <u>As well as it is</u> 🙄 4 a quite modern dish, the flavour was like home cooked food.</p> <p>Then, the waiter asked us if we wanted a dessert, <u>but we weren't already hungry</u> 🙄 5. So, at the end of the meal we asked for the bill and the price was not too high. It's not the cheapest restaurant in the city but <u>it's really good value for money</u> 👍.</p> <p>Match the correction with the mistake (1-5). Then write the correct version.</p> <p>article not necessary you need to use <i>being</i> you need to use <i>no longer</i> wrong tense wrong tense</p> <p>You have two <i>good</i> mistakes, because you tried to use more advanced language. Which ones?</p> <p>So how does a teacher go about doing this? The "recipe" would be the following:</p> <p>0) (optional) Ask students to send you the texts by email. This makes editing easier and you can give them feedback in the next lesson rather than two lessons from when the task was assigned.</p> <p>1) Read the student's text once to get a general impression.</p> <p>2) Underline good parts of the student's text. This can be recently taught language, or anything else you consider good for the level.</p> <p>3) Find mistakes in the text you think the student should be aware of. It would be great not to have more thumbs downs than thumbs ups, in order not to demotivate students.</p> <p>4) Underline the mistakes, but not very precisely, i.e. underline 2-3 words to the left and right of the actual mistake. Also number them.</p> <p>5) Make an out-of-order list below the text with what is wrong with each mistake.</p>



In class, the procedure is:

0) (optional) Pre-teach jargon you might use. I don't do this, but make sure to help students in class as they do the activity.

1) Put students in pairs and hand them their own texts.

2) Students help each other to match the mistake with the list of problems beneath the text.

3) They correct the underlined parts.

Some reasons for doing this:

1) There's a higher chance that students remember the correct version if given the chance to self-correct.

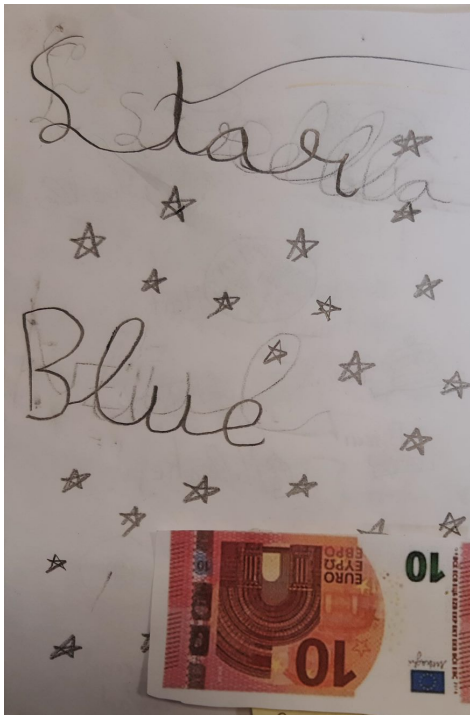
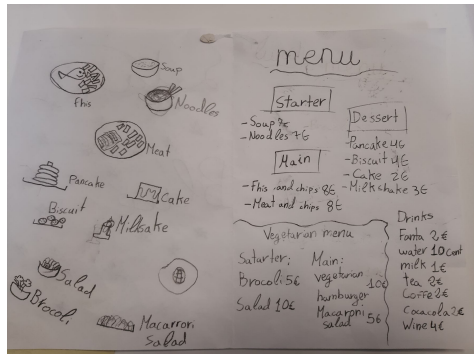
2) Students get to spend more time thinking about English and what makes a sentence correct or not.

3) If the teacher corrects the text and hands it back students might just put it in their bag and forget about it, so no learning happens.

4) Students get to read another student's text. This is good for a variety of reasons: students learn from each other, they gain confidence ("someone else has mistakes, not just me!") and it also helps with group cohesion.

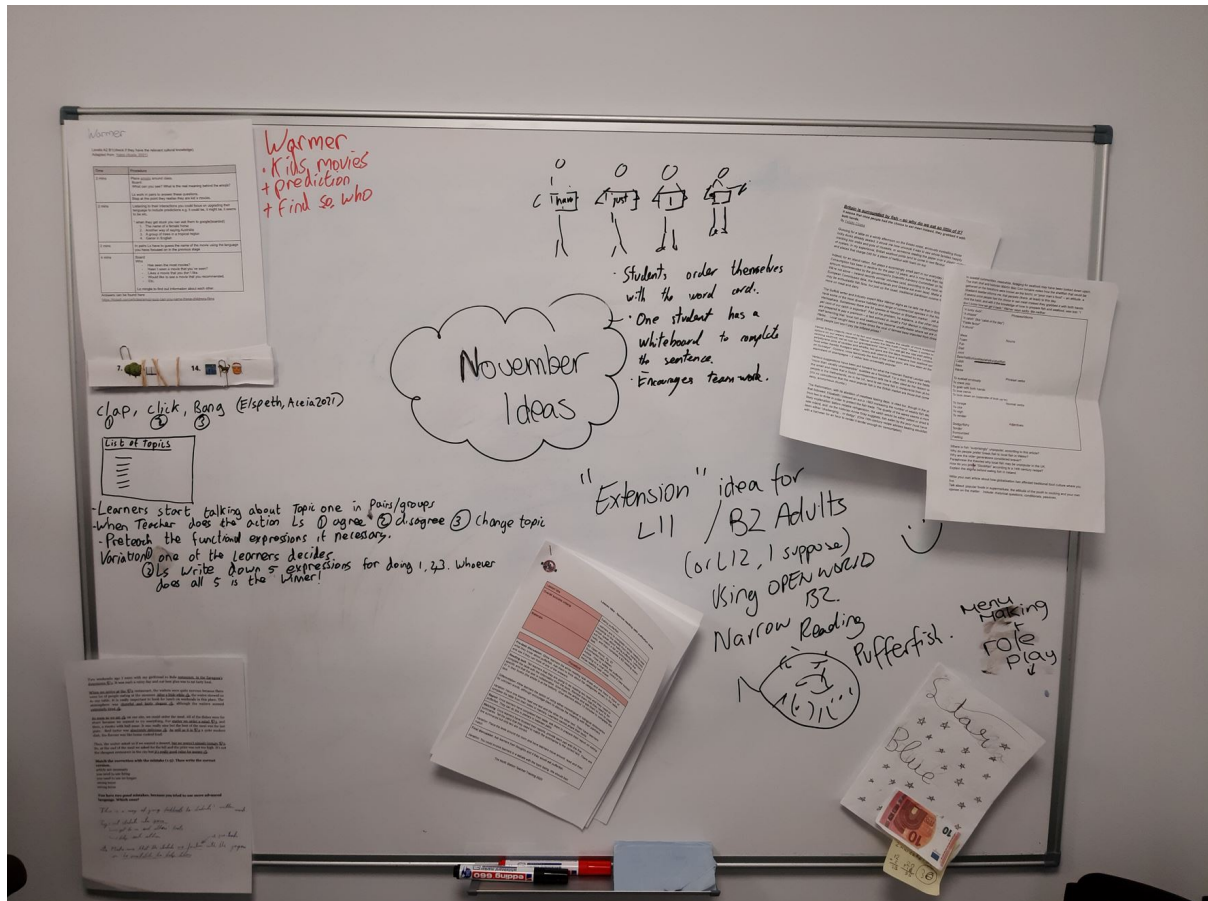
That being said, don't overdo it. Make sure you alternate this way of giving feedback with others.

Month/Year	November 2021	Teachers	S
Idea name	Restaurant Role Play		

Aims	For learners to engage in a restaurant role play using language that they have learnt as well as menus that they have created
Procedure	<p>I used the 'creating a restaurant' with my level 4s who are currently learning about food.</p> <p>After learning the food vocab from the book, I introduced the terms 'menu' 'starter' 'main' and 'dessert' and the students had to guess which each one was and types of food that could go in each.</p> <p>Students were then split into groups and made their own menus, including at least 2 starters, mains, desserts and drinks. Students then came up with a name and prices for the menu.</p> <p>Then on the board I got the students to reorder questions (e.g. sit Where want do you?) and decide if a waiter(ess) customer was asking the question. Then students got up and we re-arranged the chairs to make a restaurant. Students who didn't make the menu waited outside and knocked on the door to enter the restaurant, then asked for a table and their food. When students asked for the bill the waiter(esses) had to use paper money and work out the change and total cost.</p> <div style="display: flex; justify-content: space-around;">   </div>

There were some other really interesting contributions also:

- (I think) D: A reading activity focused on fish
- F: Using cards and having learners organise themselves in the correct order. Nice way to bring the physical into grammar.
- Patrick: A number of ideas taken from the ACEIA conference with materials created
- Jim: A narrow reading activity as a follow on from a L12 reading task.



A huge thank you to all of you for your contributions. Every month we seem to be coming up with more and more great ideas. Excellent work.

As December is a very short month and will be mainly taken up with exams, we will not be running the idea of the month. We look forward to seeing everyone's ideas when we return in January.