

## ENGLISH ROUNDTABLE: CORRECTING WITHOUT HURTING

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**March 10, 2009**  
**06:00 GMT**

**Webchat Moderator (Sarah):** Welcome to the English Roundtable! The next chat will take place March 10, 2009 at 6:00 GMT (14:00 Beijing Time).

**Webchat Moderator (Sarah):** Part of learning is making mistakes. The trouble with mistakes is that someone needs to correct them. The way we correct mistakes can either encourage the person to try again or discourage the person from ever trying again. Many times a teacher does not always perceive that his/her corrections have had a negative influence on the student(s). If students have experienced negative feelings from a teacher's feedback, then they often become shy to answer questions or are reluctant to do homework or projects, and tests become objects of high anxiety. So, how can a teacher correct mistakes in a way that helps the learner by encouraging the learner? How can a teacher keep the correction from embarrassing the student or turning off the student to that particular teacher's class? Join us in our next English Roundtable Web Chat to discuss these issues and questions. Share your best practices with us.

**Webchat Moderator (Mark):** Welcome to the English Roundtable! The next chat will take place March 10, 2009 at 6:00 GMT (14:00 Beijing Time).

**Damon Anderson:** Everyone, welcome to the English Roundtable. Thank you for joining us today. Some of you have submitted comments and questions already. That is good. Thank you. We will begin at the top of the hour.

**Damon Anderson:** Welcome everyone! Let's begin our chat today on Correcting without hurting or discouraging our students.

**Webchat Moderator (Mark):** Welcome everyone!

**Damon Anderson:** There have been some comments and questions already submitted, so we will begin with those. We encourage everyone to participate and not to feel shy.

**Sheila:** I believe the best way to "break the ice" when facing students afraid of answering questions in class would be by asking what they know well first to then move on to more difficult levels. It's also important to show, through the teacher's daily talks in class, that making mistakes is part of any learning process (Einstein took years until he finally came to his famous theory). NASA mistakes led us to some incredible "accidental" findings, for example. Teaching is definitely an art and it includes the demand of updated knowledge on how humans behave when

facing challenges of all sort. A discussion that I am sure will be shared in this forum.

**valsa balaji from PSBB INDIA:** Hi Mark & Sarah, this ia Valsa from India.

**Webchat Moderator (Mark):** Hi Valsa, welcome to the discussion!

**Damon Anderson:** Sheila has a good point. Often I let students know that even native speakers make mistakes in their own mother tongues. I ask them to think about themselves, their friends and parents. Then they realize that everyone makes mistakes.

**hbphuong:** Ok, good topic for every teacher to share

**karthick:** hi

**Webchat Moderator (Mark):** Hi Karthick! Damon is just getting started.

**valsa balaji from PSBB INDIA:** Good Morning from Chennai, South of India. Hi to Sarah & Mark for moderating this interesting session on correcting mistakes of learners without hampering their natural desire to use the English Language

**valsa balaji from PSBB INDIA:** I seek clarification about the context in which correction is effected - in formal written/informal spoken text?

**Damon Anderson:** Valsa Balaji, we are talking about all contexts in the classroom, or classroom related activities.

**Chen Xiaoju:** Conventionally, red pen is used to correct mistakes. What color of pen would be better without hurting students?

**kun herrini:** Hi All, I am Kun, from Jakarta, Indonesia

**Webchat Moderator (Mark):** Good to see you Kun.

**Webchat Moderator (Mark):** I'll post our attendee list in just a moment. If this is your first time joining Damon's Roundtable, welcome. We're glad you are here with us. Feel comfortable to add your thoughts on today's topic.

**Damon Anderson:** Chen Xiaoju, This is a really interesting question. Actually it brings into question cultural concerns. For example, in China red had different meanings than it does in other parts of the world. I think that if you, the teacher talk with your students about this, you as a group can come up with a good color scheme.

**kun herrini:** Hi, Mark. Good to see you again, too. Correcting without hurting is essential especially in a face saving culture like Indonesia.

**Sergeenkoval- Bishkek:** hi everybody!

**Dzung:** When I was a student, I only remembered most hurting mistakes. If my teachers didn't hurt me a little bit, I couldn't remember it. I'm wondering whether it works to our students.

**hela:** Hello, I'm a teacher trainer in charge of non specialist teachers of English at primary schools. I would like to know if there are times where we should hurt our audience? In other words, I want to know where shocking people can be effective? If ever it can. You may be shocked by my question but I feel that being too lenient and too 'diplomatic' with a certain category of people in correcting some people's mistakes, they may not become aware of their problems and never correct themselves.

**Webchat Moderator (Mark):** Hello Sergeenkoval! Great to see Bishkek in the Roundtable today.

**valsa balaji from PSBB INDIA: Malathy Santhanam-** HI EVERYONE

**Damon Anderson:** We just had two comments regarding a positive effect of "hurting" the students. What do you all think about this?

**kun herrini:** Re. red color marker, since the students are so used to it since their first time coming to school, maybe it does not even hurt anymore. I think now, it is the wording of the marks that matters.

**valsa balaji from PSBB INDIA: Malathy Santhanam from India:** " In spoken language, is it appropriate for the teacher to correct the students as and when they commit mistakes or at the end of the conversation/ Should it be done in open class so that other students also learn from it or should it be done in private?"

**Dzung:** Hi Hela, It worked to me when my teachers hurt me a bit. So hurting works well to me.

**Chen Xiaoju:** Thanks. My students say that they do not mind red color, either. Maybe they are used to it.

**Damon Anderson:** Valsa Balaji, in correcting spoken language, I usually only interrupt with a correction if the mistake interferes with communication or misleads the audience. Otherwise, I save the correction for afterwards.

**Nurjamal 2:** hi here are Saltanat, Dinara, Ramilja, Kimbat and Nazira what kind of vocabulary games could you advise us thanks greatly?

**kun herrini:** Commenting on 'hurting', I agree that it sometimes works positively. I remember some mistakes I made - and now very careful about them - also because I was 'hurt' by my teacher.

**Sergeenkoval- Bishkek:** we think that there should be limits for everything including the punishment

**Alice Yan Xu:** Hello. this is Alice from Bainian vocational school in Beijing. Most of my students don't have a good foundation of English because as a migrant children and they don't have a good education background. When my students make spoken mistakes, I correct them by repetition. They make a lot of mistakes in their written homework, I am wondering instead of making the whole page full of red marks, if there another better way to do? I need your suggestion.

**Chen Xiaoju:** Usually, I would give a little bit positive remarks first, then point out the mistakes and suggest the correction or ask them to think of the mistakes. I think students can accept them without feeling being hurt.

**valsa balaji from PSBB INDIA:** In spoken context would it be more appropriate to correct the errors committed as and when students speak or should it be done at the end of the speech? Can they be corrected in front of others so that others also can learn or should they be corrected in private?

**Dzung:** Usually to save my students' face, I just react as if it were the mistake of everybody- the mistake that everyone can make but they are lucky not to make it this time only.

**erin:** hi, everyone. this is erin from china. i think although red pen has something to do with culture, it is more meant to highlight your points. otherwise, you may have to prepare a lot of pens to match the colour in front of your eyes. it's hard to locate the teacher's points

**valsa balaji from PSBB INDIA:** During the learning process of a language corrections made in an overt manner & in the presence of others could too often than not weed away the interest of the learner

**Sergeenkoval- Bishkek:** we are not against red colour because it is high school's tradition, it doesn't hurt my feelings

**Webchat Moderator (Mark):** Great comments and questions everyone. Can you read this text clearly? Do I need to make the font larger?

**valsa balaji from PSBB INDIA:** yes too many red markings on the learners answer/written work could make him averse to learning

**Damon Anderson:** But then the question is not the color, but it is the number of errors marked and the way the correction is handled, correct?

**Webchat Moderator (Mark):** A few of you would like the font increased a bit. I'll do so in just a moment.

**Nurjamal 2:** if it is a very harsh mistake we think it would be nice if you listen to the speaker carefully without interrupting him and only then correct his mistake by giving a correct statement

**kun herrini:** Valsa, re: spoken context, we often create a rubric together with the students, what points are to be evaluated in a certain task. Then, following the 'agreed' rubric, we assign students in group to evaluate other students/group.

**Linh Ho:** but if we dont correct the mistakes for students they cant know what wrong

**erin:** does it make a point to talk to your students, showing them talking in english is just like studying maths. making mistakes is not a big deal. i told my students to enjoy losing face and enjoying making mistakes. and they don't seem to worry about that. in fact, they want to be corrected and they want more individual attention.

**Linh Ho:** how can we do if we dont use red pen?

**Dzung:** Hi Alice, I usually correct serious mistakes. For the basic ones, I just underline them and ask the students to correct them by themselves. If they don't know how to correct some, they ask other students or the teacher. Usually, after that, I ask my students to rewrite and submit the paper again, just to make sure they did the correction.

**Ladie:** Hi everyone! This Ladie from Philippines. Mistakes committed by students should be corrected appropriately, tactfully and timely. If we save the correction after the class, would it not be too late? Learning in principle should take place in appropriate time and space.

**kun herrini:** Agree, Erin. At certain points/occasions, I do that, too. Don't think of the mistakes. Just keep talking.

**valsa balaji from PSBB INDIA:** maybe peer correction and using a novel method like error correction of class would be beneficial?

**Thanh Binh:** we've corrected, but some students don't remember and they usually make mistake.

**Damon Anderson:** I really like Kun's suggestion that we should be doing more using rubrics to help students know better what we are look for and to help them do some self correction before hand. This works best with written assignments and with prepared presentations.

**valsa balaji from PSBB INDIA:** yes, is it the volume of English produced or the accuracy that we expect in the lower classes?

**malathy santhanam:** when corrections are made, wherever possible positive remarks could also be made

**kun herrini:** Yes, Valsa. I agree. If we do all the correction ourselves, it will be too much for us, anyway.

**Sergeenkoval- Bishkek:** we have problems with home assignments, a lot of students are unprepared their passive, do you focus much attention on home assignments?

**ElenaV:** Hello everybody, glad to join you all, and believe our today work will definitely be both interesting and instructive. I like Dzung's suggestion on correcting as if a mistake's everybody's. Though in some cases it is worth pointing out who exactly makes the same mistake if it is a usual mistake for someone. and i remember one phrase: "Mistake is a gift to class" - may be, though I'd really prefer to have less of such gifts in my class:)

**bishkek:** I think we teachers should motivate our students not to think about mistakes when they are talking but think about the content of the topic.

**malathy santhanam:** I think we need to for reinforcement

**Klara:** Hi everyone, we are from Kyrgyzstan. In oral speech should we correct all mistakes or not?

**Ladie:** If we just keep on talking, without affirming what is right and correcting what is mistake, will relevant learning take place? I think we need to pause and correct errors as timely as possible especially in Speech Class.

**Damon Anderson:** Mistakes should not wait too long before being corrected, I agree. But the timing is important. Also, mistakes should always be corrected within the context in which they were made.

**valsa balaji from PSBB INDIA:** I recall a saying "In our desire to correct are we crippling the enthusiasm of our learners --like weeding out the plant while cleaning the ground"

**Phanisara:** Students are willing to be corrected when they know they won't be harshly punished and have a direct negative result on their grades.

**Jeff:** Rubrics were mentioned before. They help students know what's expected and prepare. It helps prevent common mistakes the teacher anticipates.

**Eliza Taitelieva:** Hello everyone, I'm Eliza-Bishkek. I agree to correct with red pen but first it would be beneficial to do students peer work to correct each other's mistakes and discuss, then to point out the specific mistakes, afterwards just the most rude mistake with red pen. Also it might be beneficial to give comments to written work and encourage words!

**erin:** you know when i grade my students' writings, i focus on ideas and some other things, not just grammar. even for grammatical problems i put question marks there instead of correcting them for them. they are invited to rephrase their sentence and get involved in finding out problems.

**kun herrini:** Sergeenkoval, re. home assignment, have you ever tried that the students choose their own assignment to work on? They are usually more responsible when they participate in the 'selecting' the assignment.

**Dzung:** Hi Klara, making mistakes in speaking is something natural. How to make others understand is more important- that's what I usually guide my students to.

**Chen Xiaoju:** Thank u, it's much. Usually, it is not necessary, I think. I just pick out some big mistakes and tell them how to make their expressions better.

**Jeff:** Students accept correction more readily when they have been given guidelines

**malathy santhanam:** I think it is very essential that we allot at least ten minutes per period for speaking apart from interactive work.

**bishkek:** Hi everyone, we are glad to join you. It would be a good chance to share our experiences of teaching English, practice our English.

**valsa balaji from PSBB INDIA:** mistakes do not often inhibit young adults but too often in the lower classes a correction done thoughtlessly might inhibit the learner for life

**valsa balaji from PSBB INDIA:** and that picture of hers will be tainted for life

**sveta:** hello/

**Nurjamal 2:** what do you do with the dominating students during class discussions?

**Webchat Moderator (Mark):** Hi Sveta, welcome!

**Ladie:** Yes Absolutely, Klara! But it should be done in a manner with tact and personal care to the one who has committed mistakes. Avoiding facial expressions and reactions that are intimidating can be a great help not to embarrass the concerned!

**Maria:** Hi everybody, glad to join you, correcting mistakes it's very acute problem,cos sometimes students maybe hurt by rude interrupting

**Klara (Kyrgyzstan Forum):** Dear Dzung, don't you correct any oral mistakes?

**Sergeenkoval- Bishkek:** this problem(passivity) concerns not only our students, but the society in Kyrgyzstan in general

**Jeff:** Yes. Different students react differently to correction. Watch the reaction on faces to know how much correction you can attempt.

**valsa balaji from PSBB INDIA:** the teacher's personality goes a long way in making her students love/hate the language

**Phanisara:** I agree teachers do have "power" to psychologically influence students for life. Handling mistakes appropriately is critical for their learning development.

**Dzung:** Hi Klara, I only correct what interfere the understanding.

**malathy santhanam:** make the domineering students understand that others should get opportunities to speak

**Klara (Kyrgyzstan Forum):** How to correct the mistakes during the dialogue of two students?

**Damon Anderson:** I think Jeff has made a great statement concerning the fact that different students react differently to mistakes. Great observation with some important implications.

**Sergeenkoval- Bishkek:** for example, we think if a teacher's attitude to student is positive, if he or she shows respect, than it does not matter what colour of the pen it is.

**Jeff:** Klara. Maybe take notes and give feedback after students finish.

**Chen Xiaoju:** Hello, Klara. I will wait till they finish their talk. Then I will pick out certain glaring mistakes and let them know.

**Dzung:** Klara, just repeat what they say with the stress on the right, for these two students and the others.

**valsa balaji from PSBB INDIA:** Differences in approach and proactive techniques could stall many an error from surfacing

**malathy santhanam:** I think that in oral work all mistakes need not be corrected. With constant exposure and practice they will correct themselves. But serious ones need to be.

**kun herrini:** Klara, have you ever tried to 'secretly' record the dialogue and asked the pair to listen to their own dialogue and made correction by themselves?

**rizza:** this is rizza. i dont usually interrupt unless the mistake interferes with meaning. then later i would say do you mean...stating the correct form.

**erin:** during the conversation, i take notes and revisit the major mistakes after the conversation

**SergeenkovaL- Bishkek:** When a student corrects another student, sometimes it brings conflicts

**kun herrini:** Like Erin, I did it that way, too. Then, at the end we can discuss it in general with the whole class.

**sveta:** is it possible to interrupt a student during his speech to correct a mistake

**Alice Yan Xu:** Usually, I let my students learn by doing a task, like group work to learn email. At the end, sometimes, they need to evaluate their group work. Write down 3 points they do beautifully, 3 points they learn from other groups. I let them to find the space they can improve. For the language part, I help to correct when they do the task. and the language mistakes become a minor issue.

**valsa balaji from PSBB INDIA:** today's error might soon become tomorrow's right English --so how r we to expose our learners to English in the Global context?

**Ladie:** Hi Jeff! I agree with you when you say that different students react differently to the same mistake. Hence, it is a vital role of the teacher to know very well each student in his class. Each individual is unique. Thus, knowledge of your student is one of the keys in correcting errors constructively.

**Eliza Taitelieva:** Better not to interrupt them

**Dzung:** Alice, I like your idea.

**Klara(Kyrgyzstan Forum):** I've never tried to do it, but I think it's a good idea to record the dialogue of the students in case you have not many of them but if your class is big and all students are talking at the same time it will be a problem, don't you think so?

**malathy santhanam:** But I think that students, especially if they are friends, take their friends' views well

**erin:** thanks! i think the way of doing it also depends on the size of the class and the kind of class you are having. since i have university students their grammar is good and it just take time and practice to correct their own mistakes. but it's a headache for me to help improve their pronunciation.

**Alice Yan Xu:** Hi, Dzung, thank you.

**ElenaV:** Some conflicts can definitely occur when a student corrects another, but it's again a question of respect - they should know that there is nothing personal in correcting each other, it is only for the common good...

**Phanisara:** I agree knowing your students is the key. Some can emotionally take the correction very well while others might impede their learning.

**valsa balaji from PSBB INDIA:** use of English --Right or Wrong --in the initial stages of learning it is what is important

**Nurjamal 2:** what do you do when some students photo or make a video of you with the cell phones during the classes?

**Damon Anderson:** I often use humor to help correct some mistakes. I find with some (actually most) this really helps. If they can learn to laugh at all our mistakes, it lessens the negative side of mistakes.

**rizza:** could not agree with you more phan, like here in the philippines there are so may dialects/languages and sometimes errors interferences because of the native tongue. students laugh at other students mistakes in pronunciations and accents.

**Jeff:** Yes. Valsa. You are right!

**malathy santhanam:** when the students know the teacher well and vice versa then it is bound to be well received

**bishkek (Kyrgyzstan forum):** Erin, you are absolutely right, it depends on the size, and on the other side on motivation of the students.

**valsa balaji from PSBB INDIA:** Peer correction has to be done in a judicious manner by the teacher to thwart conflicts in classrooms

**Phanisara:**..or should we focus on the fluency at the initial stage and correction/perfection later on??

**Ladie:** Hi Phanisara! No, According to Castillo (2006), language teachers should stress accuracy and then followed by fluency. Thus, correction should be done timely in order to establish accuracy.

**Jeff:** Phanisara. I think you can give clear directions before an activity to explain how and what you will correct.

**Sergeenkoval- Bishkek:** Dear Malathy S. If in your group all students are girls, trust me, it will be some trouble, when they start to correct each other :))

**malathy santhanam:** we must take care that it is healthy humor and not be sarcastic

**ElenaV:** I agree with valsa balaji - when your students jus start speaking it is better to encourage them to SPEAK, but not to make NO mistakes

**Chen Xiaoju:** Here maybe we should distinguish the mistakes in oral English from written English. We usually tolerate more oral mistakes than written ones.

**valsa balaji from PSBB INDIA:** Communicative Approach of the language enables a lot of peer discussion/correction and happy to say that in our classrooms --despite the noise level being high --there is Productive noise of language

**kun herrini:** Nina, I agree with you, unless the mistakes badly interfere the meaning.

**Phanisara:** Thanks, Kun.

**kun herrini:** My question now, have you all experience a protest from your students when you just returned their work without correcting?

**Phanisara:** Good point! Students do expect some "red" marks. And they compare notes with other students.

**Damon Anderson:** Actually, Kun, in Africa during a process writing project, parents complained to the head master that the teachers did not correct all errors. They did not understand about writing different drafts.

**rizza:** seldom, it's sometimes pathetic that many times students don't really take time to read the corrections. when the teacher really takes time to correct them.

**sveta:** no my students have never protested against it

**Sergeenkoval- Bishkek:** Dear Malathy S. Unfortunately, not all the people have a piece of humour like you and me! :)

**bishkek:** Don't you think that mass correction of the students speech will influence their motivation?

**malathy santhanam:** In fact in our context students look forward to the English classes so that they can express their views on diverse topics

**Dzung:** My students complain when I don't correct my mistakes. But if I correct too much, they throw the paper in the basket bin.

**Klara(Kyrgyzstan Forum):** Kun Herrini, Why do you return students' works without correcting?

**erin:** kun, when i give assignment, i mean the written ones, i told them that for some i read for ideas and for others i read in details. and when i read for ideas, i only highlight good ideas and points.

**malathy santhanam:** Dear Serveenkoval, as you said we need to know the students well and work groups accordingly

**valsa balaji from PSBB INDIA:** Writing is one of the most difficult & dreaded areas of the Indian Learner

**valsa balaji from PSBB INDIA:** It is ironical that the one who speak fluently is unable to do controlled writing for long

**ElenaV:** kun herrini, there are some protests when I don't correct some students' works - they say something like: "You didn't correct, it means you didn't read; what for did I write all that?" No use explaining that it was for something, on purpose...

**kun herrini:** I sometimes just return them with my comments, such as: Wonderful story - I really want to know the continuation.... or others.

**Ladie:** Hi Bishkek! Surely, Mass correcting of students mistake can motivate them to learn especially if all of them committed the same mistake.

**malathy santhanam:** It is strange that students learn formal grammar every year but they forget most of it soon

**rizza:** hi ladie. i had a professor before she said at some point students should not be corrected for few months then after that they are then corrected with their mistakes, orally, that is.

**Webchat Moderator (Mark):** Some of you may have noticed that the text of our chat session is cut off at the top...don't worry, we'll make the full transcript available to you here on this page within a day or so. In the upper left you will find transcripts of previous Roundtable discussions.

**Sergeenkoval- Bishkek:** Dear Malathy S., good!

**Jeff:** Valsa, for writing, have you tried creating a simple rubric with goals, instruction, and a guide to how you will asses various items like content, mechanics, etc.?

**Dzung:** I agree with Malathy. Grammar is easily forgotten if the students just learn it from textbooks.

**valsa balaji from PSBB INDIA:** I totally agree with Kun that total encouragement of the learner's written work is required rather than stalling his efforts thru' corrections at an initial stage

**kun herrini:** In my latest research, I use class blog for Academic Writing. Other students can comments. Result? They are more careful in writing since 'everyone' in the class can read what they post, not just the teacher. It reduced the 'copy-paste' tendency, too.

**rizza:** malathy, true! they dont have a "transfer of learning". it's kinda frustrating when they go to another level, i usually have to review the tenses or subject verb agreement rules when in fact they had learned them from a subject prior to the present higher english subject.

**kun herrini:** Thanks, Valsa. I agree also that sometimes we need to focus on the ideas and fluency.

**Dzung:** I agree with Rizza. I always do the same with my students. If they can correct what they couldn't a few months ago, their English is improved- it's part of self-evaluation.

**Damon Anderson:** Rizza perhaps that is because they are learning grammar out of context, only as a set of rules, so it is difficult to internalize.

**Phanisara:** Thanks Ladie. I guess correction is a must, but handle it appropriately. For me, I have some fluency in English, but still make many mistakes.

**rizza:** ey kun. that blog activity sounds interesting.

**Sergeenkoval- Bishkek:** Thank you for the information, Ladies and Gentlemen!

**valsa balaji from PSBB INDIA:** Jeff, the assessment rubrics is well drawn out -- what I was explaining was the classroom activity --an enroute process well ahead of assessment

**malathy santhanam:** when it comes to functional usage they manage well but when we need to correction of errors and root cause analysis we definitely need to go back to basics

**kun herrini:** Rizza, it indeed does. I tried it out with 3 different classes, and connect 1 of the classes with students in an institution in Canada. It worked wonders.

**rizza:** i think so, grammar should be learned in context, but there are times i am so caught up with finishing the topics that i resort to a grammar review.

**Ladie:** Hello Riza! I believe that Teachers are tasked to correct errors as timely as possible, i.e. one of our essential roles. Otherwise, we allow the multiplication of errors.

**Damon Anderson:** If we wait too long to correct an error, the result may not be as good as we hoped because the student would have lost some possession or emotional or mental connection with the error – lost ownership.

**malathy santhanam:** correction of written work, when done in class with the teacher going around the class, can be effective

**kun herrini:** Through blog, error correction can be done classically, too. And the students can always refer to it whenever they want/need. Those who are absent can still find the explanation/correction on the blog.

**valsa balaji from PSBB INDIA:** Accuracy & appropriacy are aspects that gain significance in contexts specified

**rizza:** kun, how do you do that i mean having your students share their blogs with a school in canada? learning a language also means learning the culture of the native users of the language, in this case english.

**erin:** for a language, the way to learn it, is to use it. it's a process of trials and errors. there is no short cut to internalize the grammar.

**Dzung:** Kun, Are you sure all the students joined the blog activity or only some good ones?

**valsa balaji from PSBB INDIA:** a student Jury commenting on the written work of the co learners & marking it as per the rubrics drawn out would be accepted more by learners

**Sergeenkoval- Bishkek:** bye

**Damon Anderson:** Everyone, we are almost at the end of an exciting exchange of ideas and comments!! What do you all think would be a good topic for our next roundtable?

**rizza:** ey, ladie. multiplication of errors, right. correcting the error is not "bad" in itself but it is really HOW a teacher corrects a student, huh?

**kun herrini:** Rizza and Dzung, thanks for the interest. with blog we can select who can be in our class, and we can connect with other blogs, too. Everyone in the class join the blog, and we can even check how often and when was the last they check the blog.

**Chen Xiaoju:** I believe grammar is important. Now, the major mistakes in students' assignment is grammatical mistakes, plus some negative mother-tongue transfer, I mean, it's the case in China.

**valsa balaji from PSBB INDIA:** Appropriacy of language is an aspect that might invite a lot of discussion

**Ladie:** I subscribe to your brilliant idea, Damon. Corrections must be done as timely as possible, otherwise corrections will be done out of context.

**bishkek:(Kyrgyzstan-FORUM):** Do you know that not all students correct their mistakes in the same way? I mean learning styles.

**Klara(Kyrgyzstan Forum):** Bye

**Sergeenkoval- Bishkek:** thank u for your great ideas

**malathy santhanam:** Grammar classes should be made interesting and activity based

**Alice Yan Xu:** About the topic, what about how to teach a grammar in a communication way

**valsa balaji from PSBB INDIA:** in a Global context the corrections we mark today might not be appropriate in a larger context

**kun herrini:** So fast? For the next chat, what about "Teaching Grammar in Fun Ways"?

**Jeff:** Next Topic? Action Research in ESL/EFL classroom?

**valsa balaji from PSBB INDIA:** Grammar should not be taught but caught --so what is the role of the English Teacher

**Dzung:** Mark, I went to the website. But it looked like an on-line newspaper.

**Jeff:** Please let me post this again in case some didn't get it. Here is a link to a PDF file about error correction from Rod Ellis. It was part of a speech Corrective feedback in theory, research and practice that he gave in China in 2007. It offers theory and guidelines for error correction.

<http://www.celea.org.cn/2007/keynote/ppt/Ellis.pdf>

**kun herrini:** Rizza and Dzung, I can share more about blog by email. Contact me at kunherrini@yahoo.com

**malathy santhanam:** Before we start teaching the teachers should decide the level and depth according to the level of the class

**erin:** how about classroom evaluation/ assessment

**rizza:** what about the role of the mother tongue in second language learning?

**Ladie:** Thanks for an interesting discussion! bye bye

**kun herrini:** Damon and Mark, thanks for organizing this chat. I learn a lot.

**valsa balaji from PSBB INDIA:** Bye everyone --Good going it was for an English Teacher

**Webchat Moderator (Mark):** Dzung is referring to CO.NX our Facebook page at <http://co-nx.state.gov>. If you are interested in joining other online chats please write me a conx@state.gov and I can add you to our mailing list.

**rizza:** g'bye everyone!

**Dzung:** Thanks Kun

**kun herrini:** All, nice meeting you. Thanks for the lively discussion.

**bishkek:** Bye, everyone!

**malathy santhanam:** Bye. thanks for an interesting session

**Damon Anderson:** Everyone, Thank you so much for your participation today. Please stay come back for our next roundtable on April 14th at the same time. We will post the topic ahead of time. There seem to be many suggestions for teaching grammar communicatively. Please stay tuned, come back on April 14th.

**Eliza Taitelieva:** Thanks all of you! Nice to meet you electronically!

**Webchat Moderator (Mark):** Everyone, come back to this page in the next 24 hours to see the full transcript from today's session.

**Webchat Moderator (Mark):** Good morning/day/night!

**Damon Anderson:** Please send Mark your evaluation of this chat!!

**Alice Yan Xu:** C u next time!

**Webchat Moderator (Mark):** You can write me at [conx@state.gov](mailto:conx@state.gov)

**Damon Anderson:** Mark, good night and pleasant dreams. Thank you for staying up with us!!!

**Dzung:** Hi Mark, I just sent you my email address. Thanks.

**Chen Xiaoju:** It's interesting. Thank you all. Bye bye

**Damon Anderson:** We got up 99% of all the comments and questions submitted. Thank you all again for such great participation!!!

**Dzung:** Thanks Jeff. I already downloaded the pdf article.

**sveta:** i am very glad to read so many opinions thanks a lot