

### Word Bank

Postal worker  
Pilot  
Plane  
Firefighter  
Waiter  
School  
Motorbike  
Doctor  
Teacher  
Work  
Dentist  
Hospital  
Do  
Policeman  
Taxi driver

### Answers to the *Funny Riddles*:

1. Nothing!
2. A sponge!
3. An echo!
4. Lunch and supper!
5. A clock!

### References

**Quotable Quotes:** <https://www.goodreads.com>

**Caricature:** [www.google.com](http://www.google.com)

**Teaching Tips:** <https://sites.educ.ualberta.ca/staff/olenka.bilash/Best%20of%20Bilash/error%20correction.html>

**Jokes:** <http://iteslj.org/c/jokes-short.html>

**Funny Riddles:** [http://eslmobi.com/3i/a\\_riddles.htm](http://eslmobi.com/3i/a_riddles.htm)

**Crossword:** <http://www.esl-galaxy.com/crosswords.htm>

## CROSSWORDS: JOBS PUZZLE!

Teacher: "I don't think, I KNOW!"

Nick: "I don't think I know either, Sir!"

3

A: Hey, man! Please call me a taxi.

B: Yes, sir. You are a taxi.

4

A: Why are you crying?

B: The elephant is dead.

A: Was he your pet?

B: No, but I'm the one who must dig his grave

5

A teacher asked a student to write 55.

Student asked: How?

Teacher: Write 5 and beside it another 5!

The student wrote 5 and stopped.

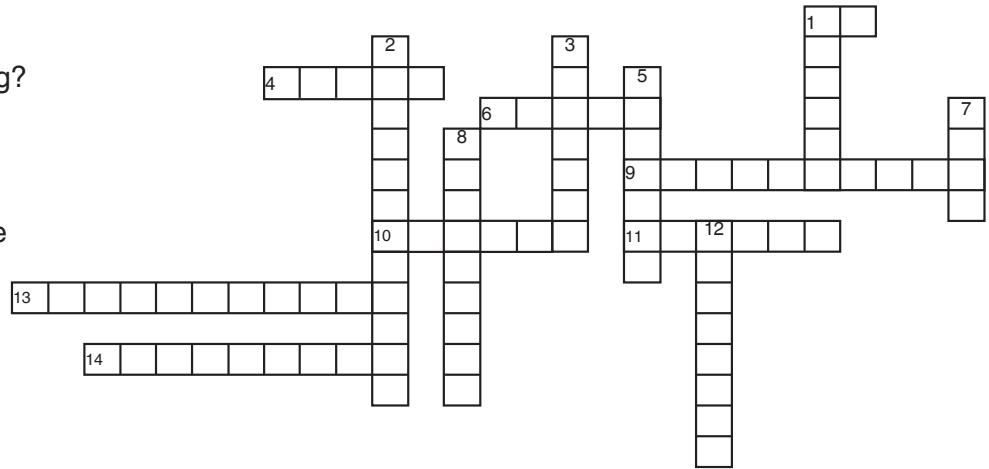
Teacher: What are you waiting for?

Student: I don't know which side to write the other 5!

## FUNNY RIDDLES

1. Poor people have it.  
Rich people need it.  
If you eat it you die.  
What is it?
2. I am full of holes, I can hold water. What am I?
3. I can speak all the languages of the world. What am I?
4. What are two things people never eat before breakfast?
5. What has two hands and a face, but no arms and legs?  
(Check next page for the answers.)

Here is an easy Jobs Puzzle for the beginners!



### Across

1. What does your aunt \_\_\_\_?
4. My uncle is a \_\_\_\_.
6. He flies a \_\_\_\_.
9. Mr. Joe drives a taxi. He is a \_\_\_\_.
10. A \_\_\_\_ works in a restaurant.
11. He works in a \_\_\_\_.
13. My brother works in a fire station. He is a \_\_\_\_.
14. I want to be a policeman. I want to ride \_\_\_\_.

### Down

1. My sister wants to be a \_\_\_\_.
2. Tom works in a post office: he is a \_\_\_\_.
3. My father is a \_\_\_\_.
5. She is a \_\_\_\_.
7. Where does she \_\_\_\_?
8. I want to be a \_\_\_\_.
12. She works in a \_\_\_\_.

what is wrong with the sentence

- **One repair needed recast** – this type of recast demonstrates that there is only one repair to be made

- **Multiple repairs needed recast** – this type of recast demonstrates that there is more than one repair to be made

- **Clarification request** – this type of request forces the student to think about, make changes if necessary and repeat their answer, e.g. "Pardon?"

- **Metalinguistics feedback** – this type of recast shows the students or forces them to think about why something in the language functions the way that it does, e.g. "Is that how you would say it in English?"

- **Elicitation** – this type of recast tries to get the students to give you what you are looking for in an answer (specific answer)

- **Error repetition** – this type of recast involves repeating the mistake the way that the student said it

These recasts are not always used individually; quite often, a recast can belong to several categories at the same time. For example, a grammar recast can also be a long recast as well as a substitution recast. Or, an elicitation recast can be a vocabulary recast as well as an interrogative recast.

### Why correct errors? Why not?

Correcting student errors is necessary in order to help students improve their skills.

However, how one goes about correcting the errors and in what situations can make a significant difference in how the correction is received by the student.

Teachers must know their students in order to gauge what kind of error correction should be used. Some students are very form-focused and really want explicit correction; some students are less form-focused and will feel criticized by too much correction. It is a risk a teacher takes when correcting students in oral communication, that the student will be reluctant to try again in the future. Teachers must foster an environment in the classroom that is forgiving of mistakes and encouraging of risks.

## JOKES

1

Headmaster: I've had complaints about you, Johnny, from all your teachers. What have you been doing?

Johnny: Nothing, sir.

Headmaster: Exactly.

2

Teacher: "Nick, what is the past participle of the verb to ring?"

Nick: "What do you think it is, Sir?"



when the correct form is not supplied for them and there is negotiation of form, i.e. with clarification requests, metalinguistic feedback, elicitation or error repetition.

### **What is the difference between intake and uptake?**

Intake occurs during the process of Giving It and Getting It, where students are taking in new information and processing it.

Uptake occurs during the Using It stage and describes the process of students retrieving information that is already part of their consciousness. It describes the learners' responses to the teacher's feedback following either an erroneous utterance or a query about a linguistic item. Some researchers argue that uptake may contribute to second language acquisition by facilitating **noticing** and pushing learners to produce more accurate linguistic forms.

### **What is the difference between a recast and a repair?**

A **recast** is what the teacher says with the purpose of helping a student **notice** his or her mistakes and repair it on his or her own. Several different types of recasts are listed below. A **repair** is the student's correction after the recast.

### **What are the types of recasts a teacher can use?**

- **Explicit recast** – this recast is clear and very direct on what has to be corrected; it helps the student notice one thing in particular which needs to be corrected

- **Implicit recast** – this recast is more subtle and often employs gestures. It *suggests* to the students that there is

something to correct rather than directing the student to the error immediately

- **Short recast** – this type of recast refers only to the length of the recast, so that only a short cue is given

- **Long recast** – this is a longer length of recast, like a longer cue or perhaps an explanation

- **Pronunciation recast** – this type of recast focuses on what aspect of the sentence needs to be corrected, in this case the pronunciation

- **Grammar recast** – this type of recast tells the student that an aspect of grammar must be corrected

- **Vocabulary recast** – this type of recast tells the students that an aspect of vocabulary must be corrected

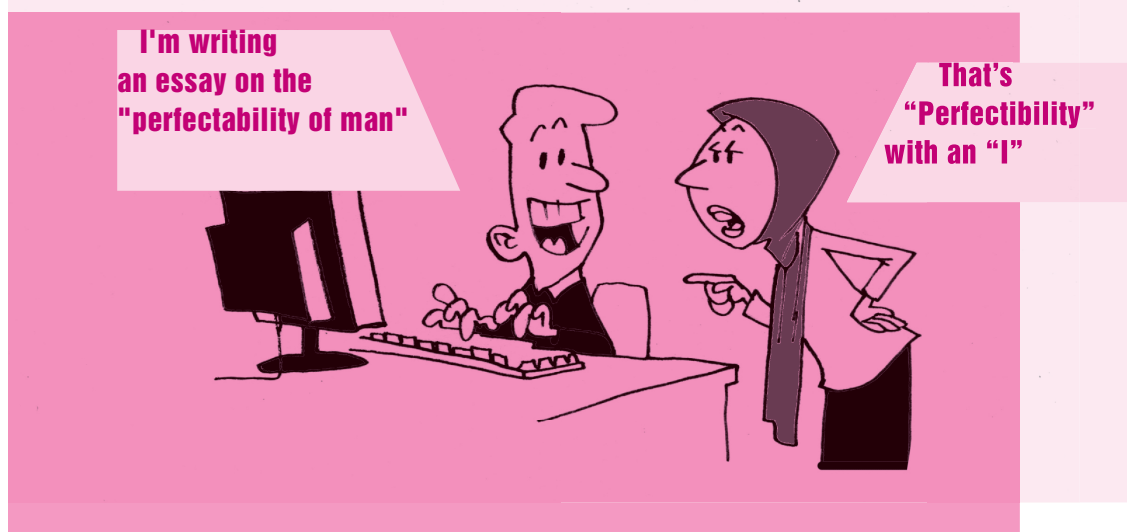
- **Substitution request/recast** – this type of recast lets the student know that a particular aspect of the sentence needs to be changed to something else

- **Addition request/recast** – this type of recast lets the student know that something needs to be added to the sentence

- **Declarative recast** – this type of recast is delivered in sentence form, stating that something is wrong in the student's sentence, e.g. "the tense is wrong"

- **Interrogative recast** – this type of recast is delivered in question form, whether restating the sentence as a question, or asking the student directly

## NO COMMENT!



Share your ideas with us: [azimi.hz@gmail.com](mailto:azimi.hz@gmail.com)

## TEACHING TIPS: **ERROR CORRECTION: WHERE, WHEN AND HOW**

Inherent in the profession of teaching is the need to make corrections, but teachers are often unsure as to how much to correct, or even how to go about it. Mrs. Akrami is worried about how she is to deal with error correction with her beginning English classes. She wants to correct her students and thereby improve the quality of their language, but is afraid that if she corrects the students too much, they will become discouraged and stop taking risks in the language.

### What does the process of error correction consist of?

Error correction sequences consists of four steps:

1. A student error
2. The teacher's feedback which may take the form of explicit correction, recast,



- clarification request, metalinguistic feedback, elicitation or error correction
3. The student's response, which may or may not still need repair
4. Reinforcement of a correct response by the teacher (on occasion)

Students respond more successfully

# Correct Errors Correctly!



**Hadi Azimi**

Assistant Professor in ELT, Schools of Medicine,  
Shahid Beheshti University of Medical Sciences, Tehran, Iran

Email: azimi.hz@gmail.com

**Zahra Kobadi Kerman**

MA in TEFL, Islamic Azad University, Central of Tehran Branch

Email: zahra.kobadi@yahoo.com

## PREFACE

Error correction never becomes obsolete! No matter how much and for how long you talk about error correction, still more is less! We mostly know that students' errors, say grammatical or else, should be corrected somehow. We even have a couple of tricks to do so. But, have we ever thought that our 'tricks' are actually the true one? Or that could we possibly select another 'trick' and this time it might be actually working better? We must increase our knowledge of the various techniques and methods with the hope that our teaching can actually make a change! 😊

The current issue of ETFun intends to remind you of some of these techniques on error correction! We hope it is useful and it can come handy!

## QUOTABLE QUOTES

"If someone corrects you, and you feel offended, then you have an ego problem."

— **Nouman Ali Khan**

"Accept corrections and you'll improve and increase."

— **Israelmore Ayivor**

"Don't argue with a fool, future will teach him some lessons"

— **Bamigboye Olurotimi**

You can't accept correction when you are not humble to listen."

— **Israelmore Ayivor**

"A bitter critic is the sweetest corrector."

— **Michael Bassey Johnson**