

## Correcting Pronunciation Errors

### Ways to correct:

- Through facial expression
- By gesturing a student to stop speaking for a moment
- By a question (“what was that?”, “sorry?”, ...)
- By echoing what the student said, with an upward inflection where the problem is
- By repeating the student’s sentence only up until the mistake was made
- Through a verbal gap fill (you echo what they said, but pause or say “mmm” where they have made a mistake)
- By pointing out the type of mistake they have made (“third person singular?”)
- By using prompt words (“tense?”, “preposition?”)
- Using a finger for each word in the incorrect sentence, saying each word and showing which finger corresponds to the error
- If it’s a pronunciation mistake, through pointing to the correct phoneme on the phonetic chart and saying the mistake with rising intonation (“i sailed on *asheep*?”)
- By showing, with your fingers, that two words in the sentence are the wrong way round

### When to correct:

- When the error drastically affects communication
- When the error creates a wrong word, particularly if it creates a potentially embarrassing situation for the student
- When first learning the new word
- When the focus of the lesson is on pronunciation

### When NOT to correct:

- When correcting would interrupt the flow of pair or group discussions
- When the error is significantly beyond the student’s current capabilities
- When the error is engrained (your student is aware of it and correcting it would only add to frustration)
- When correcting the student in front of peers would harm the student’s confidence