

Dear Second Last Day People,

How good are you at managing transition?

What is your process in these stages of taking a course?

Stage 1: Making the decision to go

2. Your way there
3. The first day ; meeting the group and the trainer/s
4. Half way through
5. Nearing the end
6. Last day
7. The immediate post-course period
8. The course as it surfaces in your behaviour and attitudes on return to work.

I guess it is fair to ask these questions as you have probably been to a few hundred courses , between the 22 of you!

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Why look at the oral monitor and at oral self-correction, as we did yesterday pm?

What does a teacher practically gain by knowing the HOW of the student's monitor?  
Good question.

If I am teaching N■■■■ I might as well correct her in *her own inner way*. I might write her wrong sentence on the board in small white chalk letters. Once she gives me the correct sentence maybe I should put that up on the board in larger white letters, thus following the sequence of what she does unconsciously.

If I am teaching G■■■■ maybe I should forget the board and focus on giving her the right music so her "kokora" crow well for her.

If I am teaching M■■■■ I would do well to wonder whether I should correct at all since sometimes language mistakes appear to touch him close to his identity, if I understood correctly what I was told about him yesterday. If they are that high up his Logical Levels hierarchy I would do well to tread very lightly.

If I am teaching V■■■■, who I heard suffered until the age of 35 from daskalogenic lathophobic aphasia ( teacher-generated inability to speak caused by terror of making mistakes) of the sort so vividly described by Earl Stevick in one of his several brilliant books, then maybe I simply adopt a zero correction policy. Do I want to give him his aphasia back?

At the very least, our monitor modelling should make us think seriously about dropping a general error correction policy and substituting a differentiated policy with each student treated as may be best for him.

No, I can't model each of 30 students, BUT I can ask each of them how much or little s/he wants to be corrected.

Take a written exercise in class. I ask each student to put a piece of paper on the table in front of them either with the words:

**Come when I ask you**

or

**Come when you want**

In the second case I read over the student's shoulder and offer correction.

In the first case I obey the student's request to be left in peace.

Students seem to divide about 50/50, and what they ask for will often depend on their mood that day.

Once I have modelled a dozen self-correction processes, I can simply no longer go on correcting the way other men might whitewash a wall. I begin to realise the complexity of the process I am intervening in when I dare to correct.

A few pedagogical thoughts.

As you finish reading this it would be good to hear more from V [redacted] and M [redacted] about their relationship to correction and how that has affected their teaching.

Mario.