



How Can Teachers Give Memorable Feedback on Persistent Errors?

S06E06 | For teachers to adapt to their learners

Teaching focus

Choose a small number of useful targets, make the intended meaning clear and use a cue the learner understands. A picture, a written reminder or a light joke can prompt self-correction, but the cue should support the learner rather than turn the mistake into a performance.

Our suggested routine

1. Respond to the learner's message and notice successful language.
2. Choose one useful target and explain whether it concerns meaning, form or style.
3. Give a clear model, practise a complete sentence and agree a cue the learner understands.
4. Use the cue once on a later occurrence, allowing time for self-correction; explain again if needed.
5. Check the language in another context and change the method if the cue confuses or embarrasses the learner.

After the attempt

What could learners do? What needed another model or a smaller step? Choose one useful adjustment and try the task again.

Notes for our next lesson

Read the full teaching article and listen to the episode at [howtoenglishpod.com](https://www.howtoenglishpod.com)