

From Correction to Connection

Habits that Empower Learners

Matt Kelly

Academic English Manager – Saigon South
SEUP
matthew.Kelly@rmit.edu.vn



How do you do correction?

As you are sitting in your tables, share your approaches to correction in the classroom.



Why Move From 'Correction' to 'Connection'?

Correction = teacher-led,
often reactive

CLICK TO ADD TEXT

Connection = student-led,
proactive, empowering

Builds confidence, engagement,
and learner agency



Workshop Goals

Explore practical techniques for connection:



-  Quick checks (catch confusion early)
-  Dialogic habits (build dialogue & ownership)
-  Student-centred habits (consolidate learning)



Quick Checks

Catch early confusion



Thumbs Up 👍 ➡️ 👎



Traffic Light Corners 🚦



Mini Whiteboard Check 📝





Quick Checks: Thumbs Up

- What did I learn from this?
- How could this technique prevent silent confusion in class?
- What happens after?

-  I learned something new.
-  I try to do it, but....
-  What are you talking about?





Traffic Light Corners

- How is this different to thumbs-up?
- What opportunities are there?
- What might stop you from doing this?

Green Corner





Mini White Board Challenge

1. What does the following question only follow?

Answer

Signal

- How is this different than asking students for answers?
- What does the inclusion of signal phrases allow you to know?
- Can you think of any ways to gamify this?





Dialogic Habits

Building dialogue and ownership



Dialogue Stems



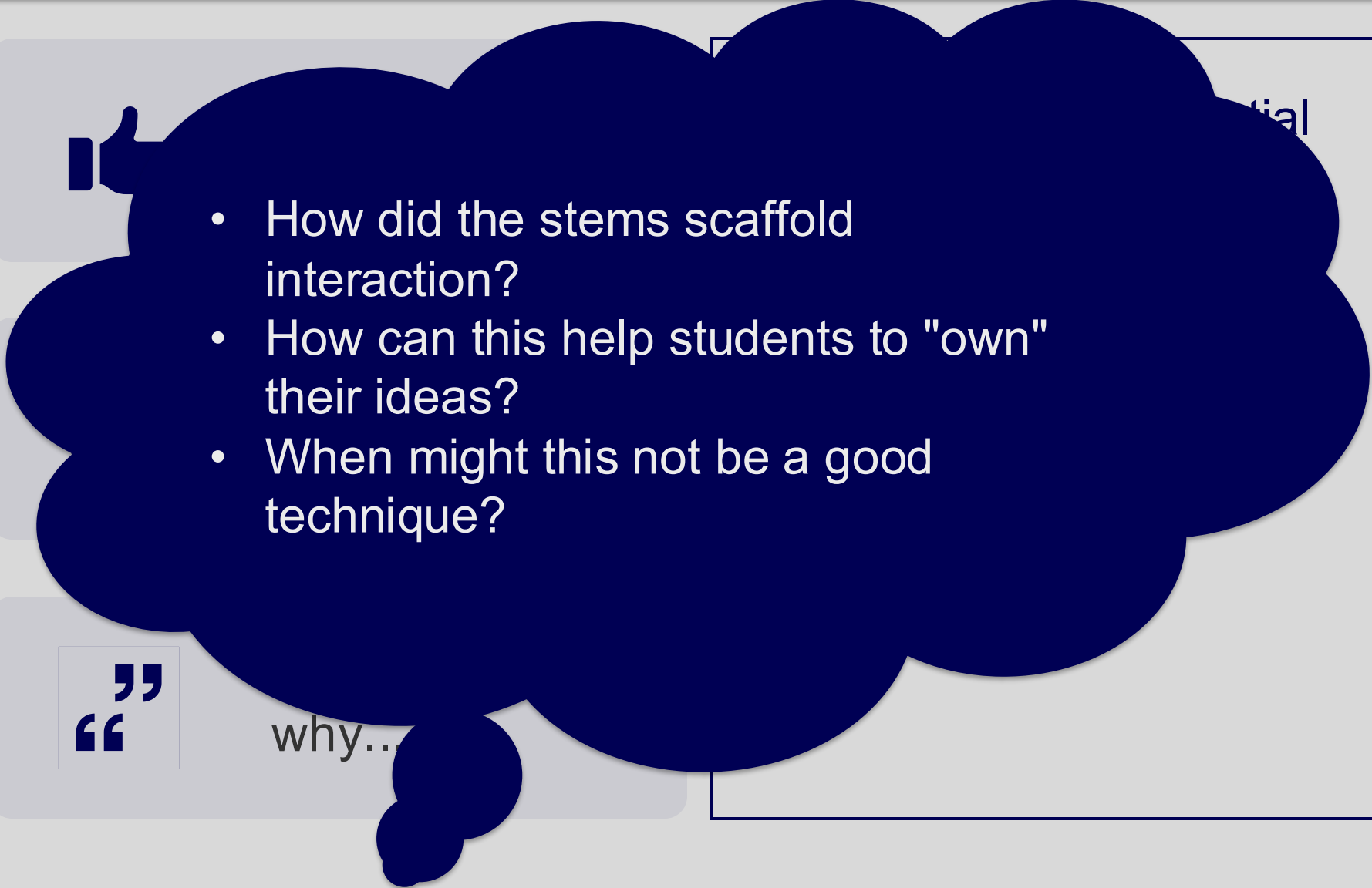
Critical Friends Protocol



Group Reflection Carousel



Dialogue stems

- 
- How did the stems scaffold interaction?
 - How can this help students to "own" their ideas?
 - When might this not be a good technique?

Critical Friends

- What did the roles mean for the discussion?
- How do they help "dialogue"?
- Can you think of any other roles you could use?

Feedback/

- Share a change you have recently found while teaching.



Group Reflection Carousel

- A
- How do the 2 rotations help with building "dialogue"?
- How does this activity develop ownership?
- What could you (as a teacher) do with the post it notes after?

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- On the 2nd rotation you can write a follow up question or any answers.





Student-Centred Habits

Consolidation and reflection

3–2–1 Emoji Exit Ticket



Feedback Menu



Two Stars and a Wish



MS Teams Mini-Dialogue Log





3-2-1-Emoji

- How can you use this information?
- How does this structure reflection?
- What does the Emoji aspect add?

Con

Chair





Feedback Menu

Off
a

- What other options could go on the menu?
- How does choice empower learners?
- How could this affect work load for Teachers?
- What issues can you see with this?

•Task



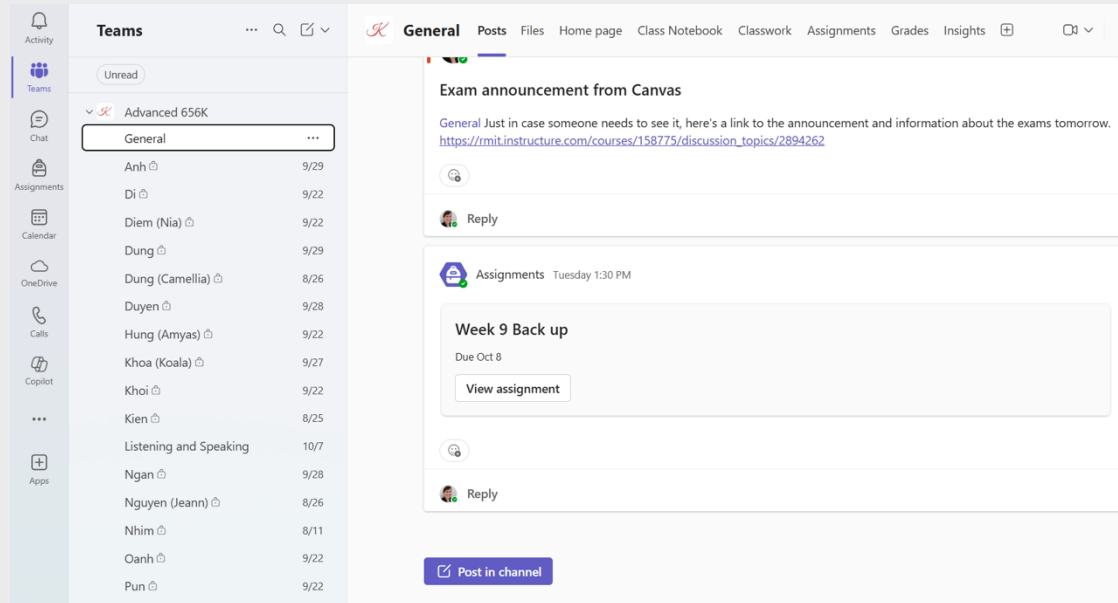


2 Stars and a Wish

- How does this structure feedback?
- How can you use this for planning ongoing classes?
- How could we do this digitally?



Bonus: MS Teams Mini Dialogue Log



Ask students to submit structured responses (stems) after every lesson.
Post stems in main channel. Students reply in their personal channels.

E.g.

One thing I enjoyed today.....

A question I have after today....

Before class I felt..... After class I felt.....



Practical Applications

Using these techniques

in your classroom



Mix quick checks + dialogic habits to catch confusion early



End with student-centred habits for reflection

Click to add text



Start small (2–3 techniques), then expand



Adapt across different skills



Practice & Reflection



Task:



In pairs, choose one or two of these techniques



Think about a common activity you do in class. Adapt it using the techniques



Share how it might look in your context / practice

Key Takeaways

Move from correction → connection

Techniques = small, practical, flexible

Build habits gradually into routines

Empower learners to take ownership

Resources & Next Steps



Handout: Key Techniques



Try 1–2 techniques this week



Reflect and email Matt on how it went