Bun-sgoil Achadh na Creige Rockfield Primary School



A' dèiligeadh ri mearachdan cànain ann am Foghlam tro Mheadhainn na Gàidhlig

Sensitive Error Handling Policy for GME



"In relation to the development of Gaelic Language Skills, it would be important to continue the practice of schools having a policy on how to correct children's language errors so that these errors are not allowed to become the norm. Left uncorrected, language errors become more challenging for children to address."

HMIE, Gaelic Education: Building on the Successes, addressing the barriers - 21 June 2011

As the majority of the pupils in Rockfield Primary school come from homes where Gaelic is not the spoken language of the home, they are constantly developing and consolidating their Gàidhlig skills whilst in the school. This leads to the children practicing and experimenting with the language and often this manifests itself through inaccurate phrasing, mixing Gaelic and English or pronouncing words incorrectly/out of context.

It is vital that such errors are managed by the GME staff in a sensitive way as we do not want the pupils to be embarrassed, discouraged or disheartened. Language errors must be dealt with as quickly as possible as the longer they remain uncorrected the harder it becomes to correct them.

When dealing with such errors please utilise the following techniques-

- teacher remodelling phrase in accurate way
- asking pupil to repeat phrase in the accurate way
- continually repeating target phrases throughout the school day addressing visitors, commentating on what you are doing, through stories, using TV programmes
- Giving pupils as many opportunities as possible to use vocabulary independently of the teacher role play, games
- Repeat question/statement and highlight accurate way of answering
- Take notes of common errors and focus on these during oral language time
- Give groups an incorrect phrase/statement and ask them to correct it
- Allow pupils to correct each other as long as it is done in a sensitive way.