Lecture 3

Extracts of Errors

Reference:

Spratt, M.; Pulverness, A.; &Williams, M. (2011). The TKT: Teaching Knowledge Test Course Modules 1, 2 and 3. Cambridge: Cambridge University Press.

Extract1 (pp. 64-65):

Here is an extract from a conversation between two lower intermediate learners of English. They are doing a fluency activity in which they talk about dates that are important to them. The woman is Japanese and the man is Italian.

Read the extract and notice how the learners are trying their best to communicate, and giving one another help in communicating. Is it possible to say which mistakes are slips of the tongue, developmental errors, interference errors of fossilised errors? Would you correct them?

Man: Er, what you doing in er November 24th er two years ago, three years ago?

Woman: Two years ago, yes, this day I was er I going to my high school (*um*) and um I belinged to um English drama club. Maybe I, um I did exercise too, yes, but I'm not sure (*in the morning, in the morning*) morning!

Man: No, I ask you in the morning (*ah yeah*) you…you, go, you went to the school ?

Woman: Yes, yes, that's right.

Man: Um me (*mm*) um at 24 (what are you doing, yes ?) I, I want to, is my birthday (*ah, is your birthday, oh*) yes, birthday, and er is, was important for me because er (*yes*) when um, in this years I, I was er eighteen years old (*mm*) and for me very important because er I like very much er to do um in um in um by car and er when (*it's a present*) yes, yes, for, for my, my present was a car.

Woman: Oh, it's a great present.

Man: Yes, very great present (*laughter*).

N.B. The words in italics in brackets (…) are spoken by the other speaker while the main speaker is speaking.

Extract 2 (p. 216):

For questions 1-6, match the correction techniques with the teacher's aims listed A-G. There is one extra option which you do not need to use.

Teacher's aims:

    A. To expose students to corrections without them being conscious of it.
    B. To focus on pronunciation.
    C. To focus on fluency and give students encouragement.
    D. To develop understanding of language use by using a visual representation.
    E. To focus students on features of connected speech.
    F. To encourage self-correction.
    G. To encourage peer-correction.

Correction Techniques:

1. The teacher decided to ignore the mistakes which she heard students making in their role-plays.
2. The teacher used finger correction, highlighting what the missing word in the question was.
3. The teacher reformulated a young learner's utterance.
4. The teacher put students into groups and asked them to read and comment on each other's written summaries.
5. The teacher pointed at a symbol on the phonemic chart.
6. The teacher drew a time line on the board showing the difference between the present simple and present continuous after several students had used the wrong tense.