
Make No Mistake!

Robin Walker



Make No Mistake!

The 'orror of errors

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The Tuesday last our teacher
he will command, what to have
abridgement, about of the what
I did week last. In my spare
time I'm like to have amusement
and how on Sunday the weader
was very good, with sister and
me I'm get up early we did went
from travel mountains to playing
skiing. In the pass, there had
very snow and people.



Make No Mistake!

How do you feel about errors?

-
- a) “Errors can be accepted as an indication of some kind of learning activity taking place.”
 - b) “Probably most teachers regard mistakes as a sign of failure either on the students’ part, or else on the teachers’ part.”
 - c) “The majority of the grammatical errors second language learners make do *not* reflect the learner’s mother tongue.”
 - d) “The explanation of causes of error is often highly speculative. We simply do not know exactly why learners make many of the mistakes they do.”

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Session outline



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- 1) **C**AUSE – the origin of learner errors
- 2) **C**LASS – the type of errors made
- 3) **C**LASSROOM – strategies and ideas
for dealing with errors

Make No Mistake!

1) What causes students to make mistakes?

- a) Carelessness
- b) Mother-tongue interference
- c) Teaching materials or method
- d) Overgeneralization
- e) General Order of Difficulty
- f) Risk-taking / Creativity

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1) What causes students to make mistakes?

b) L1 interference

*Having suffered many
damages, they sold the car.*

c) Teaching materials

Sightsee / Easter / Hilton
*I'm going sightsee in Easter.
We're staying at Hilton hotel.*

d) Overgeneralization

Less developped countries...

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1) What causes students to make mistakes?

-
1. *She must goes soon.*
 2. *John is ill since four days.*
 3. *She told she was on holiday.*
 4. *Festival, we'll have hake with crap sauce.*
 5. *He changed her shirt before going out.*
 6. *Not take this bus we late for school.*

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1) What causes students to make mistakes?

1. She must ~~goes~~ go soon.
2. John ~~is~~ has been ill ~~since~~ for four days.
3. She ~~told~~ said she was on holiday.
She told us she was on holiday.
4. ~~Festival~~, we'll have hake with ~~crab~~ sauce.
First of all, we'll have hake with crab sauce.

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1) What causes students to make mistakes?

-
- s. He changed her shirt before going out.*
- *He changed his shirt before going out.*
 - *She changed her skirt before going out.*
 - *He changed her skirt before going out.*
 - *He changed her T-shirt before going out.*

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1) What causes students to make mistakes?

6. Not take this bus we late for school.

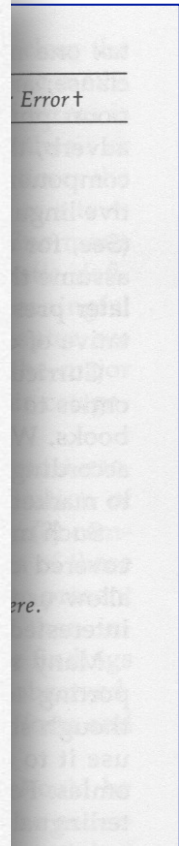
- *Don't take this bus. We're late for school.*
- *If we don't take this bus, we'll be late for school.*
- *If we hadn't taken this bus, we'd have been late for school.*

Make No Mistake!

2) What can we gain from classifying errors?



GR	= grammar	()	= unnecessary word(s)
W.O.	= word order	P	= punctuation
T	= tense	reg	= register
VOC	= vocabulary	?	= don't understand
SP	= spelling	^	= word missing
A	= article	!	= careless mistake



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2) What can we gain from classifying errors?

The Tuesday last our teacher he will command, what to have abridgement, about of the what I did week last. In my espare time I'm like to have amusement and how on Sunday the weader was very good, with sister and me I'm get up early we did went from travel mountains to playing skiing. In the pass, there had very snow and people.

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2) What can we gain from classifying errors?



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Local error

We fly to all of the countrys in that area.

Global error

The agency gave us the beast dead for our trip.

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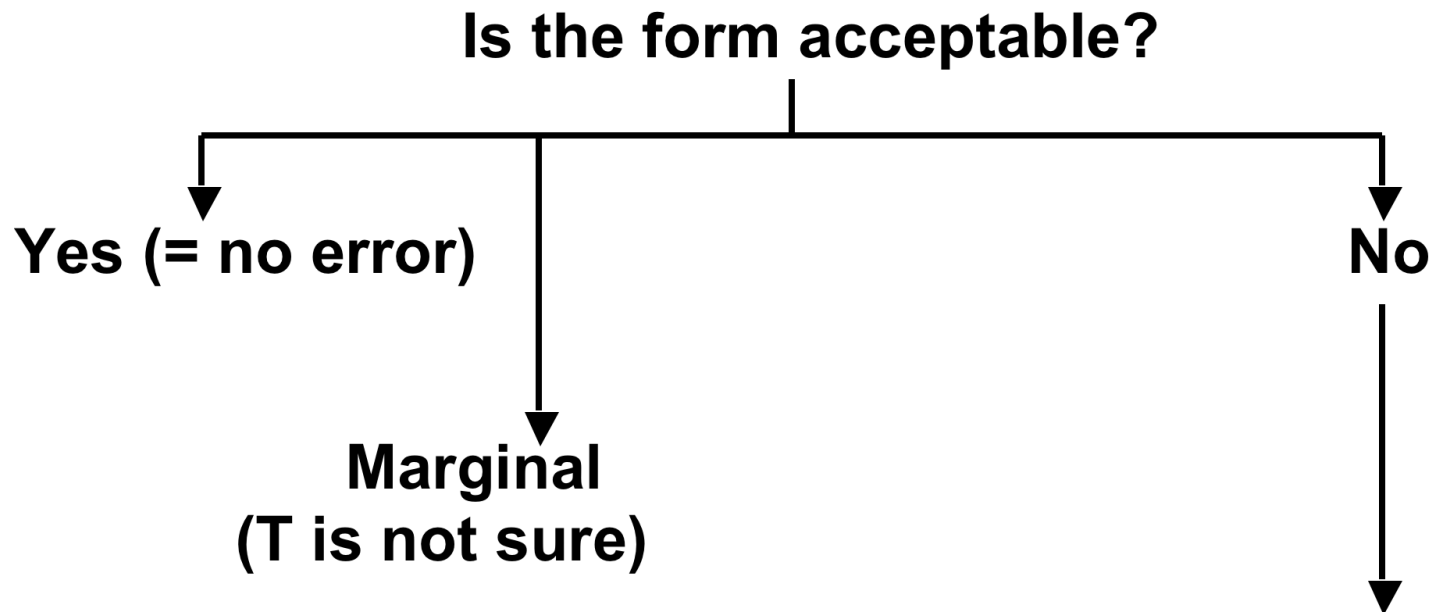
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2) What can we gain from classifying errors?



Global / local

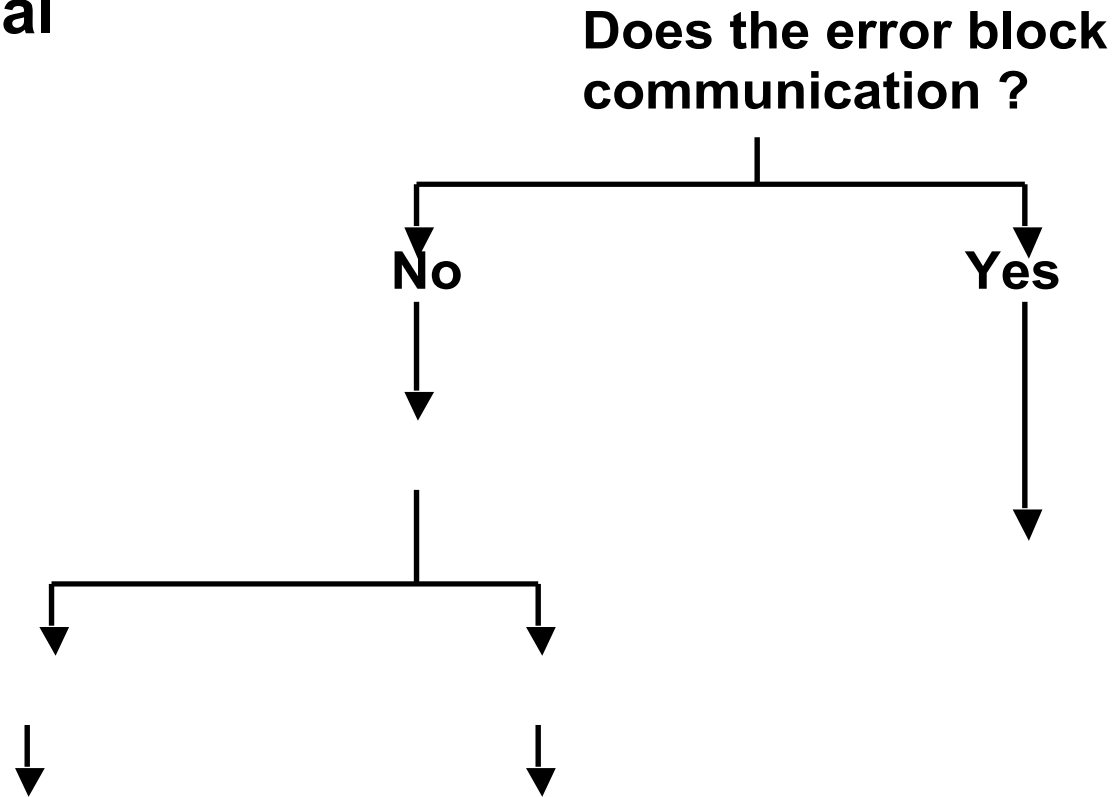


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2) What can we gain from classifying errors?



Global versus local

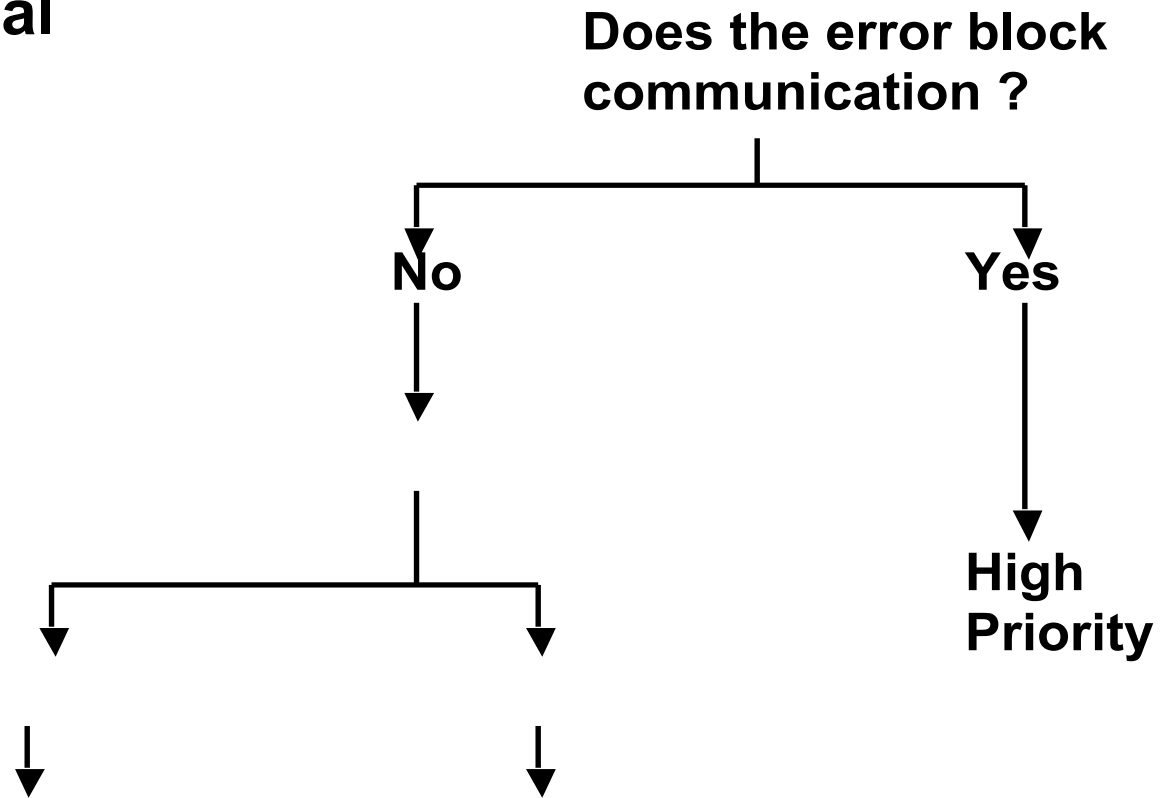


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2) What can we gain from classifying errors?



Global versus local

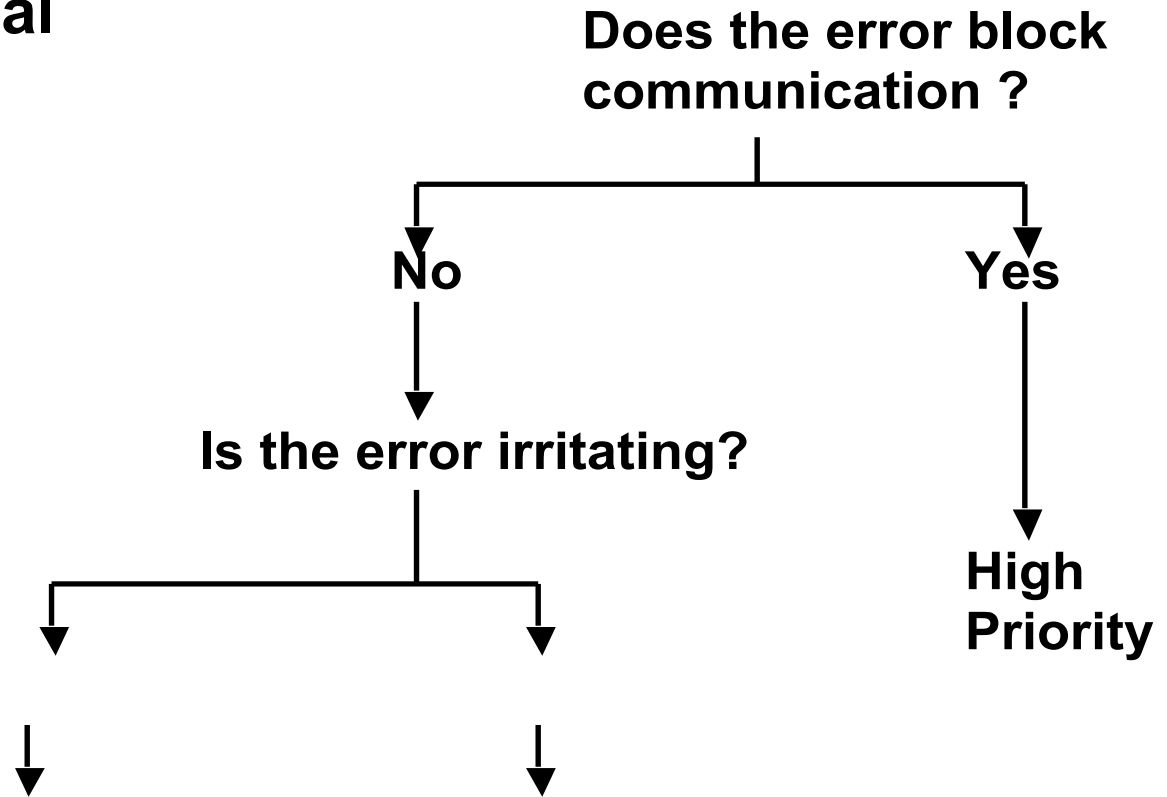


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2) What can we gain from classifying errors?



Global versus local

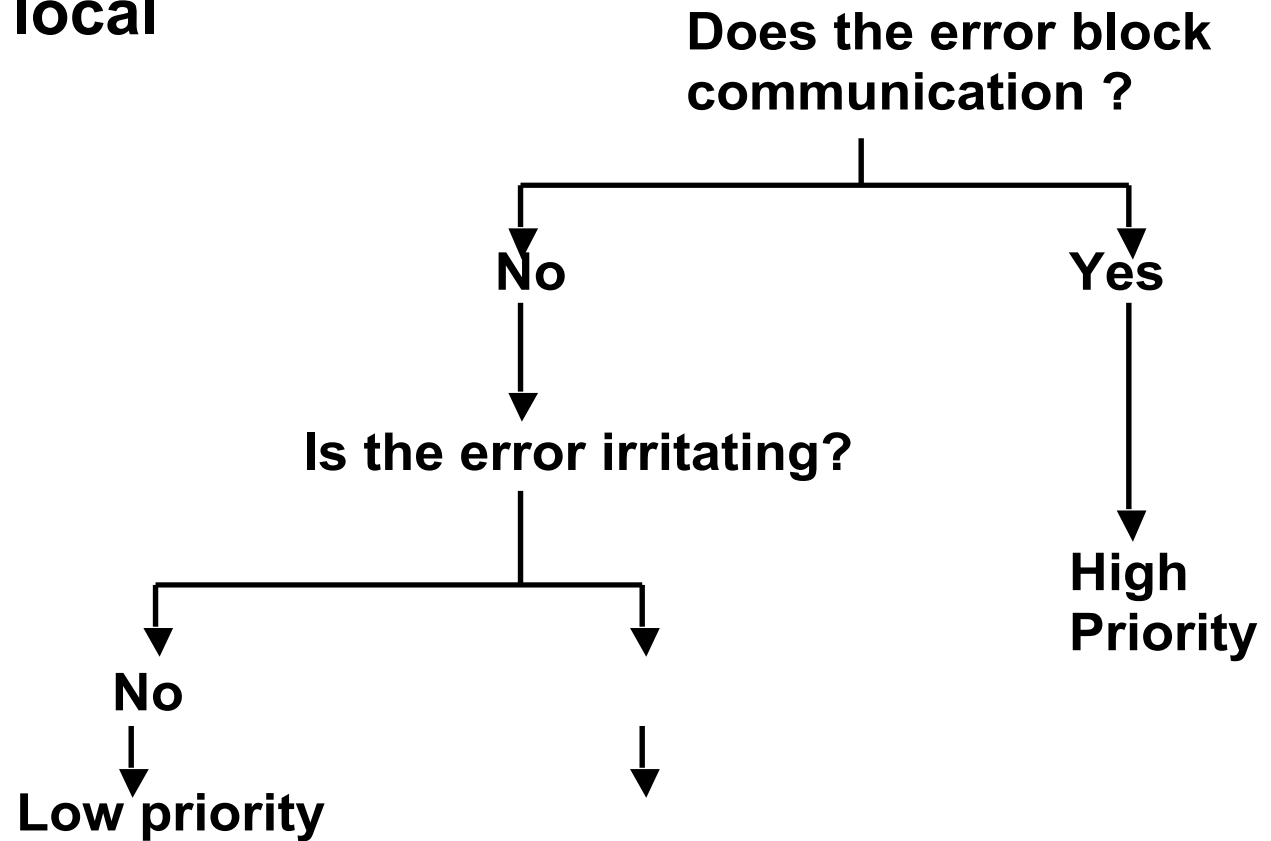


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2) What can we gain from classifying errors?



Global versus local

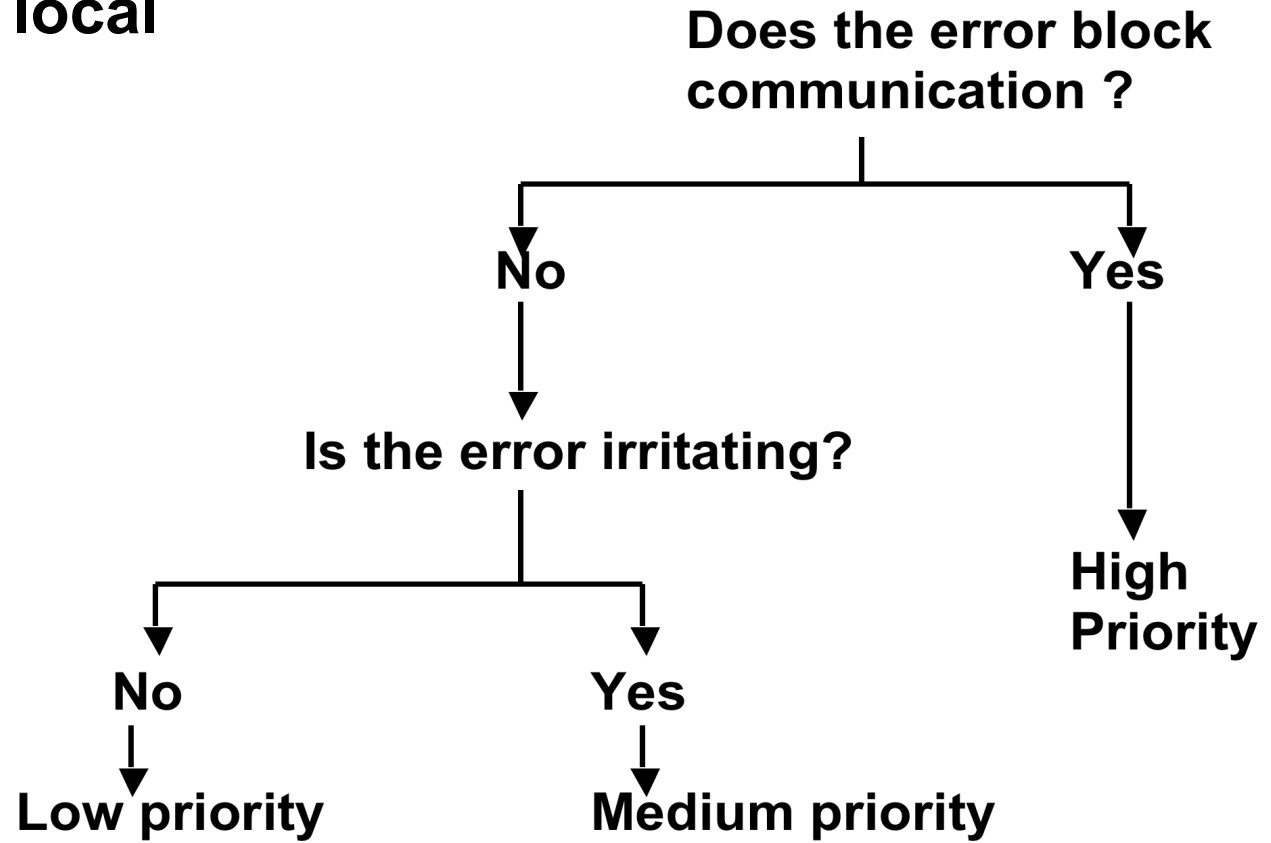


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2) What can we gain from classifying errors?

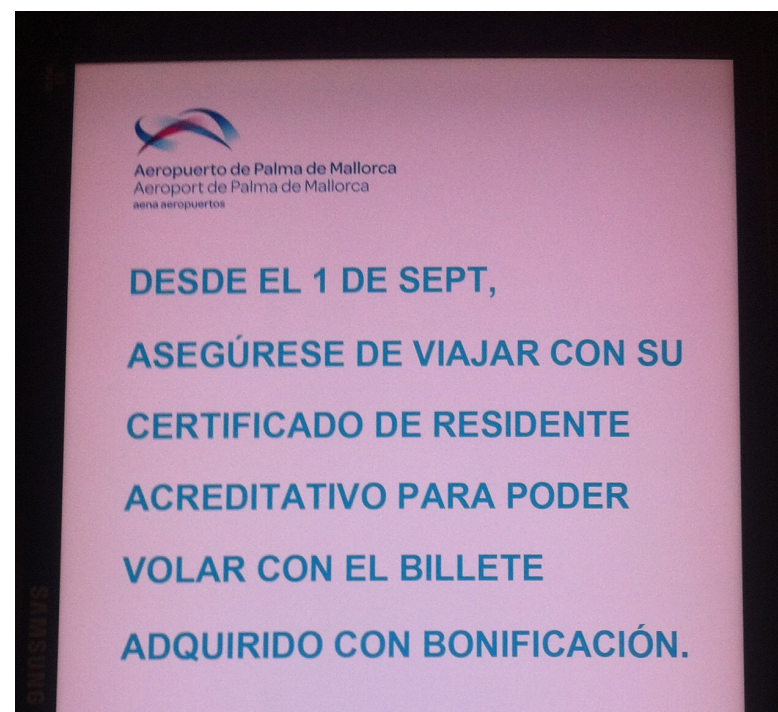


Global versus local



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2) What can we gain from classifying errors?



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3) Classroom – strategies and ideas

-
- a. Repeating the error.
 - b. Writing the correct version above.
 - c. Using error codes to indicate the type of error.
 - d. Reformulation / Recasting
 - e. Using some sort of gesture to show where the error is.
 - f. Leaving a slip of paper with the error written on it.
 - g. Making a note of any errors and treating them later.
 - h. Treating common errors at the end of the class.
 - i. Limiting correction to certain types of error.
 - j. Ignoring the error.

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3) Classroom – strategies and ideas



	Immediate	Postponed
Oral	a	
Written		

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3) Classroom – strategies and ideas



	Immediate	Postponed
Oral	a, d, e, i, j	f, g, h, i, j
Written		b, c, d, g, i, j

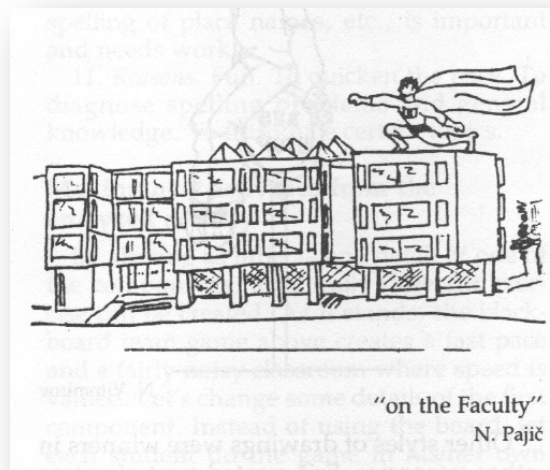
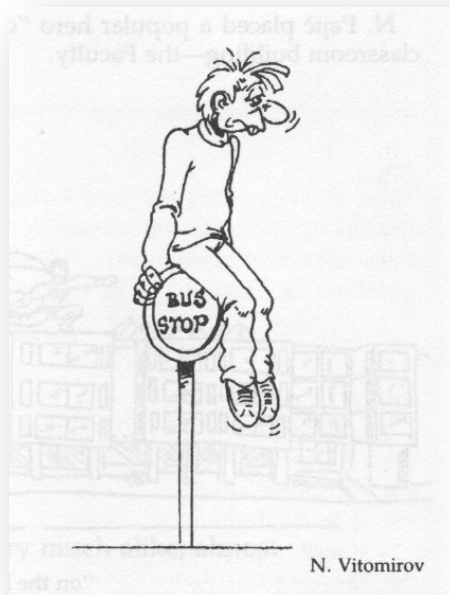
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3) Classroom – strategies and ideas



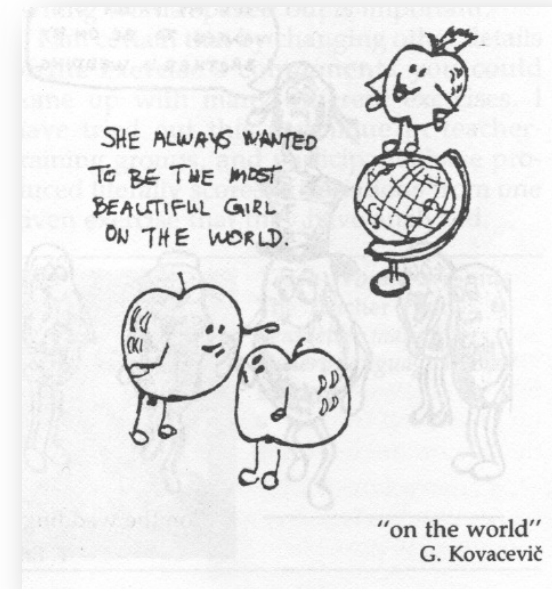
1. Laugh

on the bus stop



on the faculty

the most beautiful girl on the world



Make No Mistake!

3) Classroom – strategies and ideas



-
1. Laugh
 2. Have it Back!
 3. Peer correction
 4. An error auction
 5. Error evaluation
 6. Common error tables
 7. The 'lista de horrores'
 8. Flavour of the month

Make No Mistake!

3) Classroom – strategies and ideas

1. A mistake I'm always making and it really irritates me!
2. A mistake I made this time that I thought I'd stopped making.
3. A mistake that is new but I know how to correct it.
4. A mistake that is new but I don't know how to correct it.
5. A mistake I actually quite like. In fact, they should change English in order to allow what I've got.

Make No Mistake!

3) Classroom – strategies and ideas

El material que utilizo en este proceso es un diccionario, una gramática y la lista de horrores, que no es otra cosa que la hoja en la que apunto todos los fallos con los que te hechas las manos a la cabeza, sin abusar para no desmoralizarte. Fue una idea estupenda de Robin, porque puedo asegurar que todo lo que aparece en esa lista se me olvidará jamás.

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3) Classroom – strategies and ideas



(1)

I don't know what would have happened if the ball went in the water.

(2)

If John would go out there, they'd probably tell him to stay.

(3)

I very much look forward to your pleasure tomorrow.

(4)

Which he has done on several times in the past.

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3) Classroom – strategies and ideas

-
1. *We should have followed your advices.*
 2. *How do you call a chair with three legs.*
 3. *Less people than expected applied.*
 4. *About rural tourism exist many definitions.*
 5. *I think both of this possibilities will work.*
 6. *Much people would like to have an own house.*
 7. *The government presented its new economical policy.*

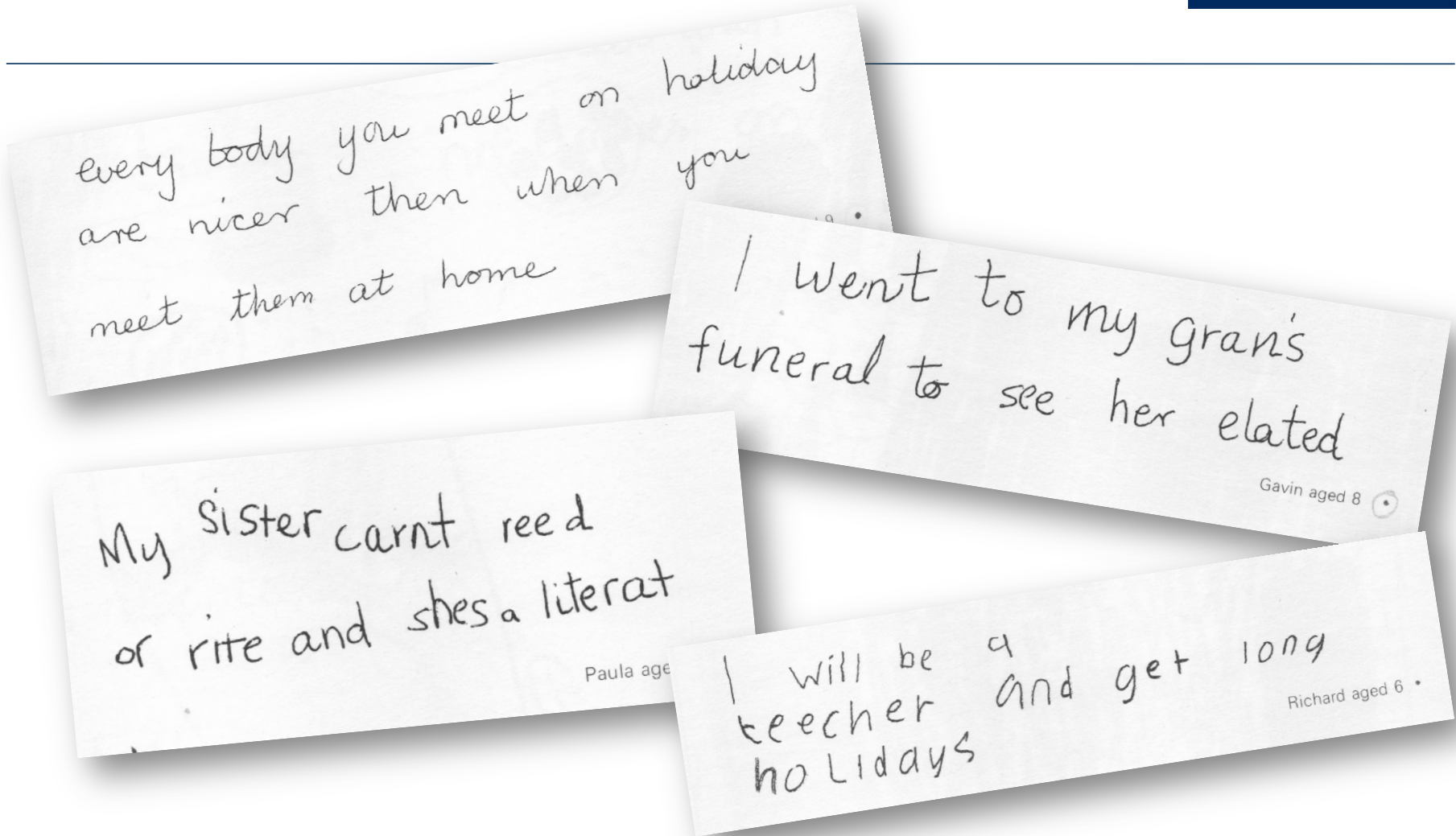
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3) Classroom – strategies and ideas

-
1. Everybody you meet on holiday are nicer then when you meet them at home.
 2. I went to my Gran's funeral to see her elated.
 3. My sister carnt reed or rite.
 4. I will be a teecher and get long holidays.

Make No Mistake!

3) Classroom – strategies and ideas



Make No Mistake!

3) Classroom – strategies and ideas

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1. Errors are an inevitable part of language learning.
 2. Errors should not be seen as a sign of failure, but as an indication that learning is taking place.
 3. Mother-tongue interference is probably the major cause of students' errors.
 4. Time spent on errors is time wasted. Leave them alone and they will go away by themselves.

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Session outline

- 1) **C**HARITY – learning implies making errors
- 2) **C**ARE – as to when & how to correct
- 3) **C**ONFIDENCE – learner attitude is key

Make No Mistake!

(Or the *'error of herrors*)

Robin Walker

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