



Jornades de Foment de la Investigació

**ERROR
CORRECTION**

As students of the subject “English Language Techniques for the classroom” from English Philology, we focused our attention on one of the most discussed issues in the field of second language acquisition: Steps to learning and error correction.

Being the researchers a group of 12 and the field of study so wide, we decided to divide the research in the four macro-skills, each of them studied by 2 people. In order to achieve a general framework, it was accorded to have four coordinators in order to get the investigation across.

The members, who have made possible this project work, are:

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Before the approaching about the study of the four macro-skills used for learning teaching of a language, and how error treatment is developed within them, it was necessary to introduce the error. This introduction would include a definition of the concept itself, concretely what an error is in the language acquisition field, the exposition or presentation of the mere current errors and an wide sight of the historical background of error since it has been undertaken by the most important linguistic schools until nowadays.

We cannot forget that we are still students of a second language, and one of the theories we were most interested in was to know the reasons which contributed to this error production in the mother tongue as well as in the second language acquisition.

Although we find several sources of reasons, it was more important to know which steps must be followed since error is detected until it is tried to be removed by means of correction. Not only the researcher may undertake this correction, but also the student who has committed it and the other students within the learning group.

SPEAKING

CLASSIFICATION OF ERROR

Instead of talking strictly about errors, we will rename them as mistakes, which seems to be a more appropriate term to a step forward learning.

We have classified the mistakes we have found in our transcription in two main groups:

Mistakes of meaning, which are the most important ones due to their influence in misunderstanding. There is no point in learning to say correct sentences in English -or any second language- if they do not mean what the speaker wants to say.

The second main group are the **mistakes of form**; there are many influences that may cause these mistakes, such as the speaker's L1, or that the learner had not fully acquired a syntactic rule. Mistakes can also happen because the speaker is in a hurry or tired of the topic, or thinking about something else.

Mistakes of meaning

1. - Correct linguistic forms that don't say what the speaker intends to say.
2. - Linguistically correct message, but politically incorrect.
3. - Low effect mistakes -when the mistakes do not let you get the meaning of the conversation.
4. - Local effect mistakes -A part of the conversation is mistaken.

Mistakes of form

1. - Slips: When the teacher thinks that a student could self-correct a mistake.
2. - Error: If a Student cannot self-correct a mistake in his/her own English level, but the teacher thinks that the student should have in taken the rule.
3. - Attempt: When the teacher knows that the student have not yet learned the target language necessary to express what they want to say, or that it is not clear what the student wants to use.

Study Case

This transcription is taken from a group of students in the University Jaume I, Castellón, who meet every Wednesday in the self access center in order to improve their spoken level of English.

A tutor, that is a student in the last year of a degree on Languages, whose major is English, guides them.

The students are studding different degrees, and none of them have English as a compulsory subject. heir ages vary from 20 to 25.

MISTAKES OF MEANING

1.- CORRECT LINGUISTIC FORMS THAT DON'T SAY WHAT THE SPEAKER INTENDS TO SAY.

"We have dinner, a very (...) not expensive but, but **impressive** dinner" nice, good, incredible.

"And then you **put** the yellow on the white" mix.

"If you want you can separe **that** in two parts" it

“**Whether** lemon or coffee or” like, as

“I went two a pub, (...) **actually** two pubs” in fact

“ It’s like a **route** in *La Vall*” costume

“In (...) *Roscón*? (...)Very peaceful” tranquil

“And at 4 (...) in the night, we went to **sleep**” bed

“At home with my **first** family” direct

“**We’ve met** at 1 in that place, or this” We have to meet someone.

“In the **fist** world was” first

“Were (Eh) **German**, the the Imperium *Austro hungaro*?” Germany

“Yeah? I **don’t know**” I didn’t knew it.

“Russia was a **treat**” threat

“**Since** this point to the finish of the war” from

“The US (Eh) USA (Eh) have two (...) have two **points** of war” fronts, focus

“Made (...) them retreat to” forced them to

“Since the 1945 (...) 1944 **finally**” at the end of

“All this **zone**, this Pacific **zone**” area

“Because the **mainly** part of the (Eh) USA” most important

“This (...) success to **expend** it in the” expand

“Force the Japanese Imperium to **surrounded**” surrender

“**Like** everybody. They are alive” as

“**Without** the (...) world know” but

“After the war, **the finish of the war**” the war was finished

“And **why did Germany (...) went to the war with Japan**” Why Germany and Japan were allies.

“**I can’t know why**” I don’t know what

“**Japan start the war with the USA**” Japan started the war on the USA

2.- LINGUISTICALLY CORRECT MESSAGE, BUT POLITICALLY INCORRECT.

“One second” Please, one second

“What?” Sorry?

3.- LOW EFFECT MISTAKES.

“You put **one yogurt** of yogurt” one measure.

“**Had to to pas ah! The axis: German, Italy ahh Germany, Italy and Japan**” Incomprehensible.

“**The Germany troops in the Russia**” Incomprehensible.

“**War to the axis forces**” Incomprehensible.

“Axis forces were reduced **only** to Germany,” Were only reduced to

“**More or less this this areas (Eh) since the 1945 (...) 1944 finally**” Incomprehensible.

“Start in 1941 **more or less** with the attack” Started more or less in 1945 with (Word order¹)

“They take (Eh) profit of **the superiority in number**” profit of their numerical superiority.

“**To expend it in the (...) territory to a lot of area. In 1942-1943 more or less**” incomprehensible.

“American soldiers (Eh) died **by (Eh) by any island**” died in some islands.

“**That were more better (Eh) to force**” It was better to force

“**It was in 1945 (...) in the middle of the year**” It was in the middle of 1945.

“**Two-three months later of the finishing Europe of the war**” Incomprehensible.

“**(Eh) (Eh) had actually have a lot of books that (...) about this (...) theme? (Eh) and, (...) had people that think that is alive, other that think *que* that think she, he did died in Berlin in in his Bunker, I don’t know I suppose it’s like.**” Incomprehensible.

“**All of things**” Incomprehensible.

“**The situation was this (Eh) during the war (Eh) the Hitler profits the (...) profited the situation to (mm) to *eliminar*?**” Incomprehensible.

“**They (...) don’t know anything about this before going, went into**” Before going into they knew nothing about this.

“The **only** (Eh) danger was in Europe” real

“Took profit of this situation **only**” just took profit of this situation.

4. - LOCAL EFFECT MISTAKES

“The yellow part the **yellow of the egg**” Yolk

“**Mayonesa**” Spanish.

“**Coca**” Spanish

“**Campanar**” Spanish

“**I had a Champagne shower**” I was showered with champagne

“**Es de día**” Spanish.

“**Pizzeria**” Pizza place

“Or this (ha-ha) **eat** very fast” You should eat...

“**Qué poquitos**” Spanish.

“**La chulla**” Spanish.

“**Las fuerzas del eje**” Spanish.

“**La traducción**” Spanish

“**Porque en inglés no se como se llama. Fuerzas del eje**” Spanish

“**¿Austro-húngaro?**” Spanish.²

“**Eje**” Spanish

“**Heredaron ¿no?**” Spanish

“**Heredar**” Spanish

“**Jo el que vull dir ej que ells gastaven el nom**” Spanish

“**Sería més adaptar eixe nom, no?**” Spanish.

“**Bandos**” Spanish.

“¿**Sería?**” Spanish

“**A través sería**” Spanish.

“**Pillar por sorpresa, eso si que no lo se**” Spanish.

“**Declarar la guerra**” Spanish

“**Es que es una expresión muy española que’s ¿Dar la vuelta a la tortilla?**” Spanish.

“That never **have** in the history” have happened.

“**Si**” Spanish

“¿**Aprovecharse?**” Spanish

“**The attack of Pearl Harbor**” the Pearl Harbor attack

“**Reconquistado**” Spanish

“**Isla por isla**” Spanish

“**Estaba incendiado, osea, se había quemado**” Spanish

“**Si, hay**” Spanish

“**autopsia**” Spanish

“**All of things**” Incomprehensible

“¿**Salieron a la luz o algo así?**” Spanish.

“**Judios**” Spanish

“**perseguidos**” Spanish

“**eliminar**” Spanish

“**in the concentration camps (...) of Poland Russia**” ten million Jews from Poland and Russia were murdered in the concentration camps.

“**Pequeño**” Spanish

“USA was (ah) USA **thought**” believed.

“**Porta**” Spanish.

MISTAKES OF FORM

1.-SLIPS

“We **have** dinner” had³

“full of **thing**” things

“**Mean** for dinner?” Do you mean⁴

“with bacon and and **egg**” eggs

“a plumb cake, **chocolate** plumb cake” a chocolate

“so we **are** very tired” we were

“and I **wake** up at” woke

“**three** or four I don’t remember” at three or four

“they prefer **sometimes**” sometimes they prefer
“**Very** crowded you can” it’s very
“But **this the** name of” this is the
“Spain and **Swiss** were neutrals” Switzerland
“of the (...) Germany **troop**” troops
“**invade**” invaded⁵
“**defend**” defended⁶
“**attack**” attacked
“more or less (Eh) **axis** forces were” the axis
“that (...) **start**” started⁷
“**did** decided” decided
“**find**” found
“**note**” notes
“**notice**” notes
“**know**” didn’t know
“**know**” knew
“**exists**” exist
“**Million of Jews**” million Jews
“**his**” her⁸
“**are**” was

2.- ERRORS

“**full** of thing” a lot of
“**This** is true” it’s true
“made **with**” of⁹
“**One** part” in one part
“**in La Vall**” To *La Vall*.
“At **four**” at night
“**the** last” for the last
“**They two**” the two of them
“**my brother and I**” me and my brother
“he loves history, **isn’t it?**” doesn’t he?
“**Fit**” fight
“**pas**” pass
“**of**” of it
“**don’t**” didn’t
“**of**” by

“**after Poland the they invade**” after invading Poland they invaded

“**Netherlands**” the Netherlands

“**Europe**” European

“**In the**” At the

“**Really**” actually

“**finish**” end

“**turned the situation**” it turned the situation

“**more**” most

“**for the**” by

“**as (eh) example**” as for example

“**more better**” better

“**I think not**” I don’t think so

“**broant**” burnt

“do a medical” do medical

“anybody” nobody

“were **of other** countries” were a propriety of other countries

“**a protectorate of England**” An English protectorate

3.- ATTEMPTS

“**Roll of a turkey**” a turkey roll

“**full eggs**” filled eggs

“**separe**” separate

“**grandpa-ther**” grandfather

“**her heri heritaded**” inherited

“**ubdated**” updated

“**Of with**” with

“**because in, since**” self correction.

“The **middle** (...) central” self correction.

“**It** was a treat, she was” self-correction.

“**Magginote line** was called a fortification line that” A fortification that ... was called Magginote line.

“**Unsurmountable**” insurmountable¹⁰

“**by**” self corrected in the following line (through)

“**Ardena**” Arden, self- correction.

“**Turn** the situation (eh) turned the situation” self-correction.

“In **the** history, in his history” self correction.

“**Contra-attack**” counterattacked

“**se suicidó, commit suicide**” self correction.

“the **Japan**, Japanese army” self correction.

Error correction

“they **took** profit, they take profit” self correction.

“They **profit** this success” they took profit.

“they **think**, they thought” self-correction.

“The world **know**, knew” self correction.

“Before **nothing**, anybody” self-correction.

“the **territory**, the land of Japan” self-correction.

“A lot of islands **of this** of the area” self-correction.

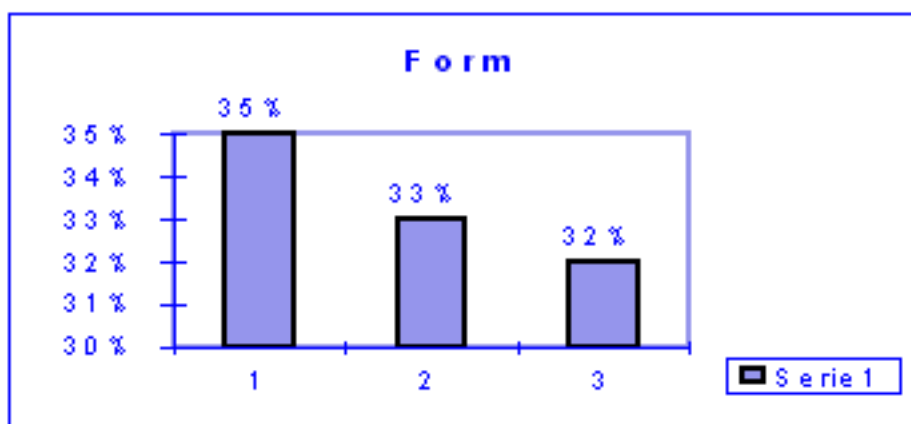
“and **normally**, (eh) and usually” self correction

“**USA attacked Japan for this reason**” that’s the reason why USA attacked Japan.

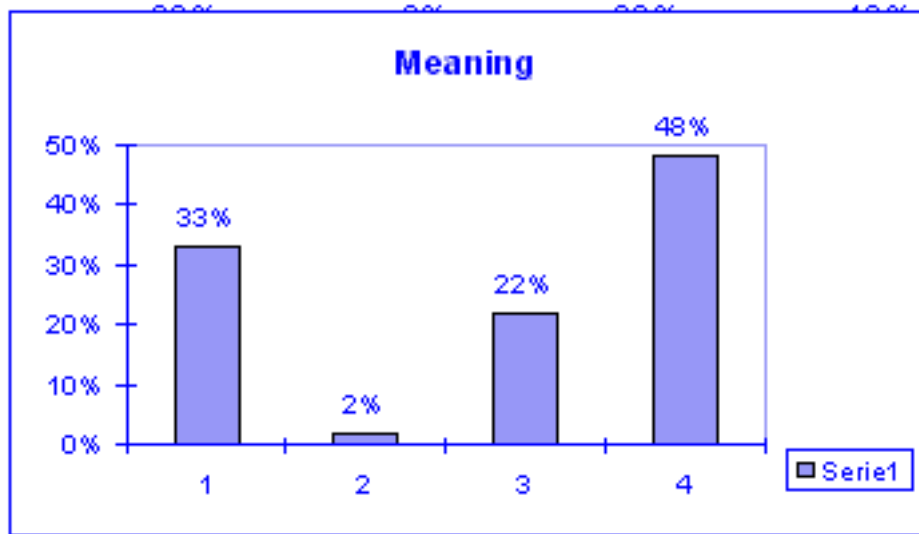
“**Profited**” took profit self-correction.

“**And his and her troop**” her troops self correction.

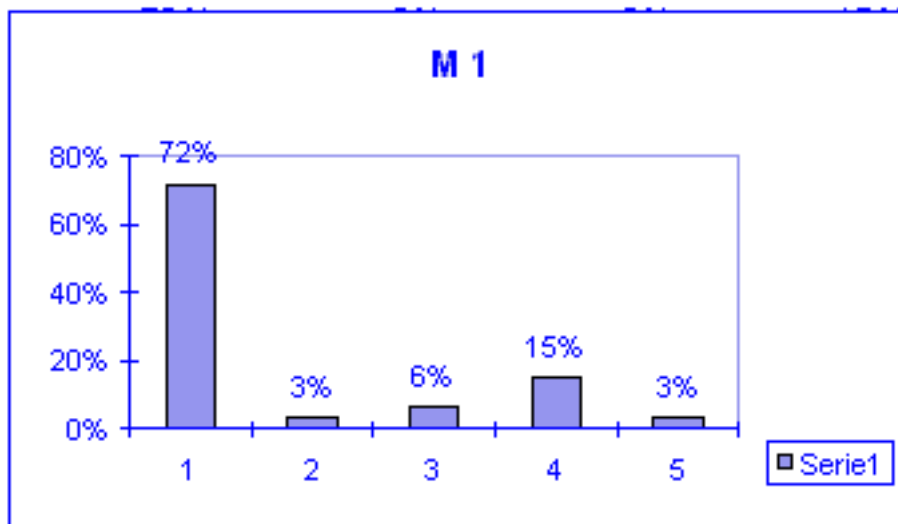
CHARTS ON SPEAKING



1. Slips 2. Errors 3. Attempts

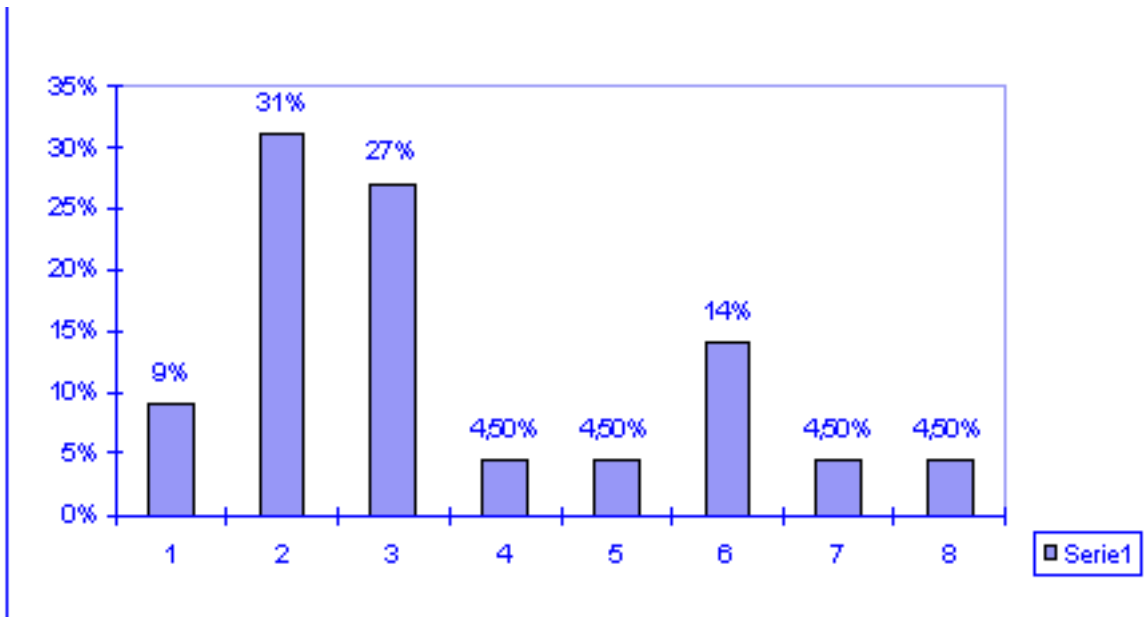


1. M1 2.M2 3.M3 4.M4

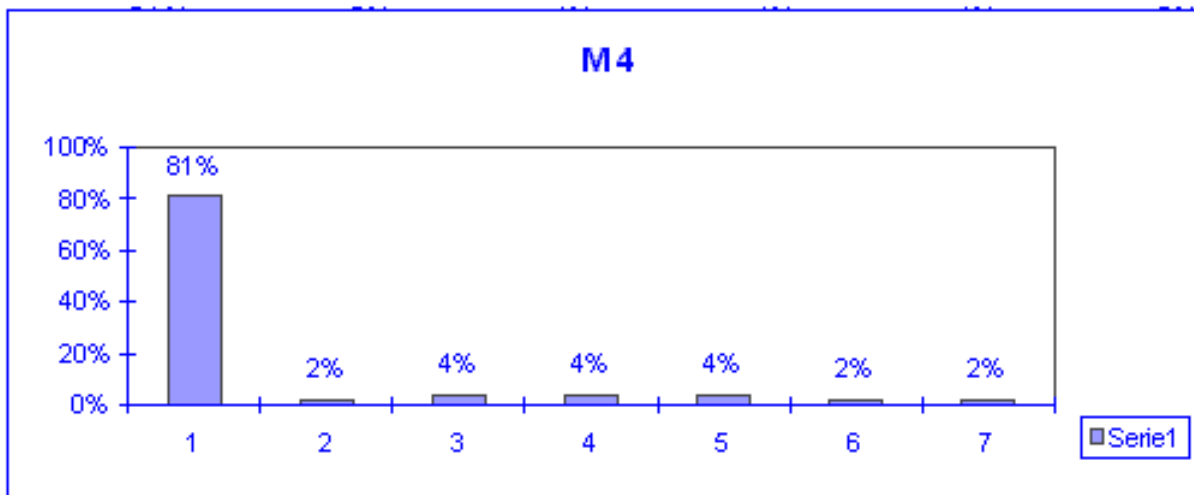


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1.Mistaken words 2.Subject 3.Past 4.Preposition 5.Word-orde

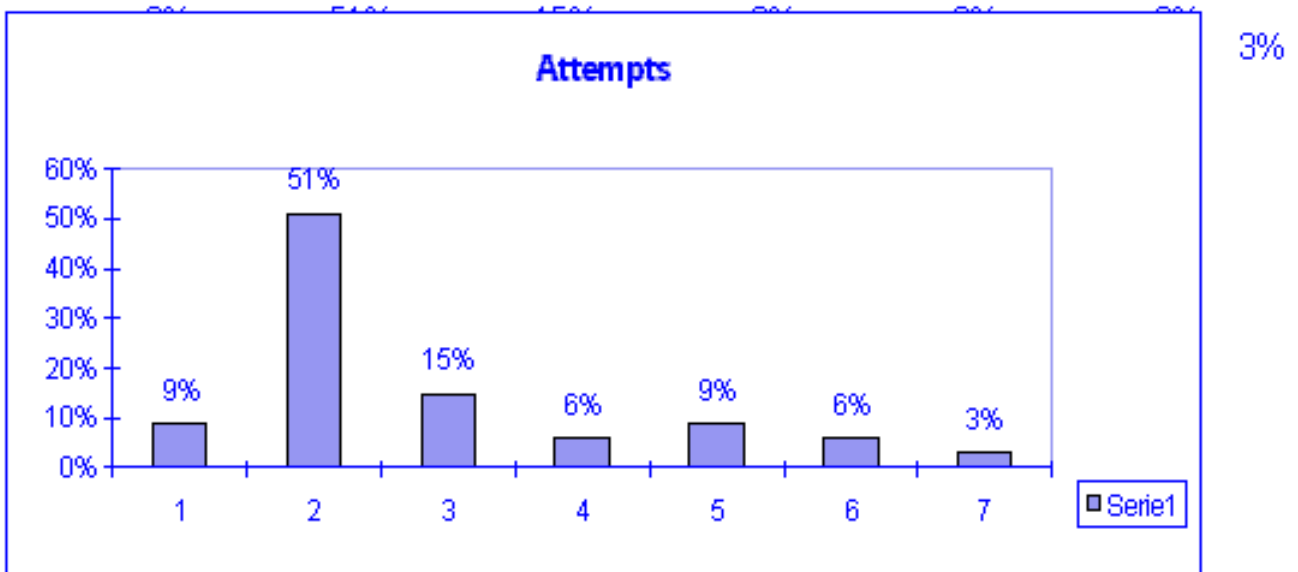


1. Mistaken word 2. Mistaken sentence 3. Word order 4. Subject 5. Possessive
 6. Preposition 7. Comparative 8. Past

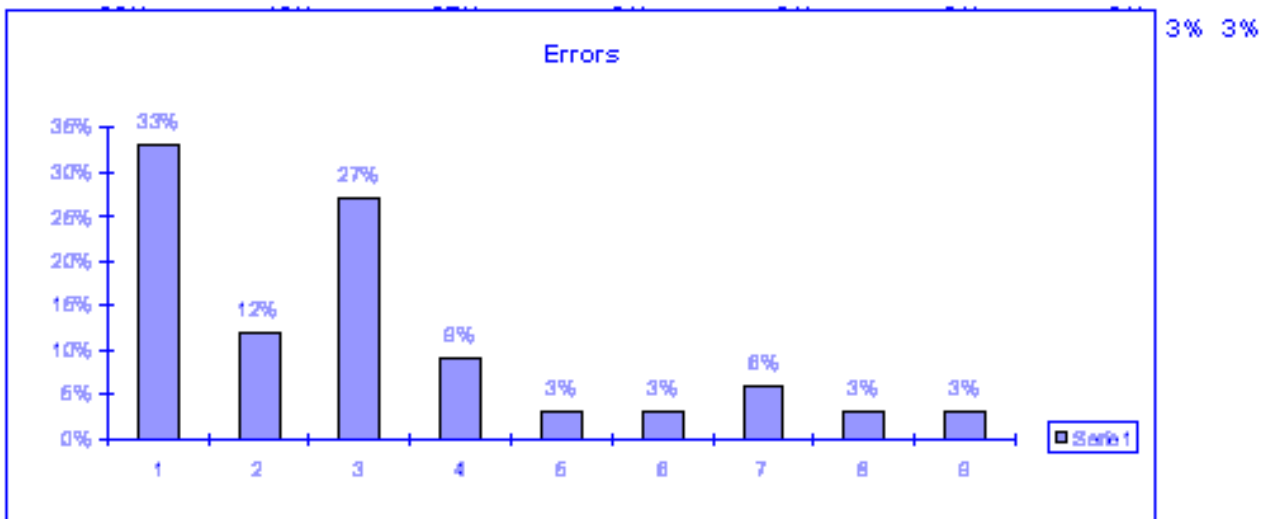


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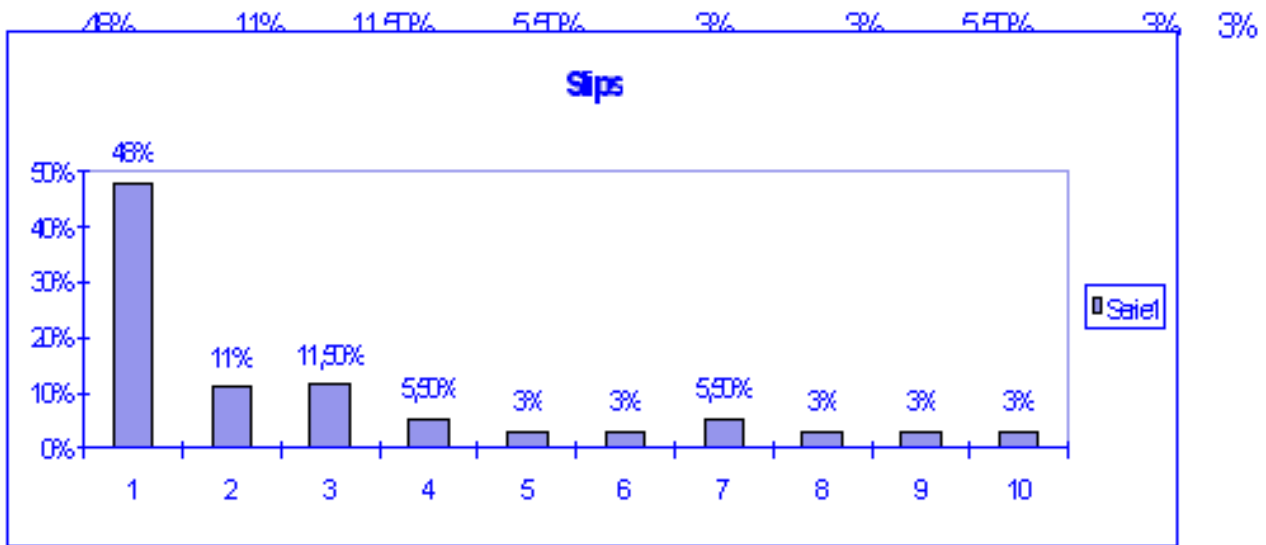
1. Translation 2. Mistaken word 3. Word order 4. Subject 5. Past 6. Saxon genitive 7. Incomprehensible



1. Word order 2. Mistaken word 3. Preposition 4. Genre 5. Past 6. Article 7. Translation



1. Mistaken 2. Subject 3. Preposition 4. Word order 5. Question tag 6. Past 7. Article 8. Auxiliary 9. Saxon Genitive



1.Past, 2.Singular, 3.Auxiliar, 4.Article, 5.Preposition, 6.Word order, 7. Mistaken forms 8.3rd person, 9.Saxon genitive 10.Masc/fem

FOOTNOTES

¹ There are two more mistakes like this. They are counted in the graphics.

² ibd.2

³ ibid.2

⁴ ibd.2

⁵ There are three more mistakes like this. They are counted in the graphics.

⁶ ibd.2

⁷ ibd.2

⁸ ibd.2

⁹ ibd.2

¹⁰ ibd.2