

On the TKT Module 1: The role of error – Teacher's Notes

Description

Participants explore different types of error and the various reasons behind student error. This covers the syllabus area in TKT Module 1 Part 2 relating to the role of error. Participants do various activities, including a TKT-type task on the role of error.

Time required:	55 minutes
Materials required:	<ul style="list-style-type: none">▪ Participant's Worksheet 1 (one for each participant)▪ Participant's Worksheet 2 (one for each participant)▪ Participant's Worksheet 3 (one for each participant)▪ Sample Task (one for each participant)
Aims:	<ul style="list-style-type: none">▪ To provide an opportunity for participants to discuss the role of error in particular errors and slips, interference and developmental errors and interlanguage.▪ To provide practice in completing tasks in which the role of error is the testing focus.

Procedure

1. (10 minutes) Put participants into groups of three. Hand out **Participant's worksheet 1** and ask them to discuss each of the sentences or questions which contain common student errors. They should correct the error and discuss why they think this type of error is frequently made by students.
2. Feed back with the whole group so that participants can share answers (see key below).
3. (10 minutes) Participants continue working in their groups of three. Hand out **Participant's Worksheet 2** and ask them to discuss the questions in **Exercise 1**.
4. Feed back with the whole group so that participants can share opinions (see key below).
5. (10 minutes) In pairs, refer participants to **Exercise 2** on **Participant's worksheet 2**. They choose the correct term for each of the descriptions.
6. Check answers together (see key below).
7. (10 minutes) Hand out **Participant's Worksheet 3**. Still working in pairs, participants decide what the error is and why they think the error is being made using options A–F in the box at the bottom of the worksheet.
8. Check answers together (see key below but allow more than one possibility if participants can justify their answers.).
9. (10 minutes) Give out the **Sample Task**. Participants complete the sample task on their own then compare their answers with a partner.

Teaching Knowledge Test

10. Check answers together (see key below).

11. (5 minutes) Round up to summarise points covered. Ask participants:

- **What is the TKT Module 1 syllabus area for this lesson?** (the role of error)
- **Are there any common errors that you've noticed with your learners?** (allow participants to share experiences).
- **Are there any false friends or particular areas for L1 interference?** (allow participants to share experiences).

TKT Module 1: The role of error – Answer Keys

Key to Participant's worksheet 1

Sentence with correction	Possible reason for error
1. I have a good news for you.	Difficult for students to recognise countable and uncountable nouns and to know if they should use the indefinite article.
2. He hasn't yet gone to bed.	<i>Go home, go to bed, go to school</i> don't use definite article.
3. He came by the 4:30 o'clock train.	We only use 'o'clock when the time is on the hour e.g. 10.00.
4. I have a strong bad/terrible headache.	<i>Strong</i> does not collocate with <i>headache</i> .
5. Tell me why did you go <i>went</i> there.	Indirect questions have sentence formation and sentence grammar, not question formation/grammar, so no auxiliary and no inversion is needed.
6. Does he needs a ticket for the bus?	Present simple question uses auxiliary <i>does</i> , which is followed by the base form, so no s for third person.

Key to Participant's worksheet 2 Exercise 1

1. An error is a mistake a learner makes when trying to say something that is above their level of language. They would not be able to self correct an error.
2. A slip is a mistake a learner makes that they are able to correct themselves.
3. Errors are considered to be important because they are an important and necessary part of language learning, learners need to experiment with language in order to work out how language works.
4. Teachers can learn what learners know, what they need to be taught and they can find out what aspects of language they have processed. This enables teachers to adapt their teaching programme.
5. The teachers' role in relation to students' mistakes is deciding if, when and how to correct.

Key to Participant's worksheet 2 Exercise 2

1 C 2 E 3 F 4 D 5 B 6 A

Key to Participant's worksheet 3

1. L1 interference and problems with /ɪ/ and /iː/.
2. Overgeneralisation of ed endings. This is an irregular verb and does fit in to the rule for past tense endings.
3. L1 interference – this tense can be used with a specific past time in other languages. OR Overgeneralisation: learner doesn't know the limitations of present perfect which can't be used with a specific past time.
4. False friend (history = story)
5. Overgeneralisation: learner doesn't know the limitations of present continuous which is not used to for stating facts about yourself.
6. Interlanguage: the learner has made up this grammatical structure, which is neither his own language nor the target language.

Key to Sample Task

1 C 2 B 3 A 4 B 5 A

TKT Module 1: The role of error – Participant's Worksheet 1

The following are all errors commonly made by students. Look at the sentences/questions and correct them. Then discuss possible reasons that these errors are frequently made by students.

1. I have a good news for you.
2. He has not yet gone to the bed.
3. He came by the 4:30 o'clock train.
4. I have a strong headache.
5. Tell me why did you go there?
6. Does he needs a ticket for the bus?

TKT Module 1: The role of error – Participant's Worksheet 1

The following are all errors commonly made by students. Look at the sentences/questions and correct them. Than discuss why you think these errors are frequently made by students.

1. I have a good news for you.
2. He has not yet gone to the bed.
3. He came by the 4:30 o'clock train.
4. I have a strong headache.
5. Tell me why did you go there?
6. Does he needs a ticket for the bus?

TKT Module 1: The role of error – Participant's Worksheet 2

Exercise 1

1. What's *an error*?
2. What's *a slip*?
3. Why do people think it is important for students to make mistakes?
4. What can teachers learn from students' mistakes?
5. What is the teachers' role in relation to students' mistakes?

Exercise 2

Why do students make mistakes? Choose the correct term in the box below for the following descriptions.

1. When the learner's mother tongue affects their performance in the target language. A learner may make a mistake because they use the same grammatical pattern in the target language as they use in their mother tongue. The L1 grammatical pattern is not appropriate in L2.
2. The process in which incorrect language becomes a habit and cannot easily be corrected.
3. An error made by a second language learner which is natural part of the language learning process because they are unconsciously organising and working out language. These types of error are also made by children learning their first language and often disappear as their language ability improves.
4. When a student uses a grammatical rule he/she has learned, but uses it in situations when it is not needed or appropriate, e.g. a student says <i>There were three girls</i> (correct plural form used for most nouns) <i>and two mans</i> . (incorrect plural form – not appropriate for <i>man</i>).
5. The learners own version of the second language which they speak as they learn. They create their own grammatical system as they are learning, which is neither their first language nor the target language but something in between the two. This version of their language changes as they progress and learn more.
6. A word in the target language which looks or sounds as if it has the same meaning as a similar word in the learners' first language but does not, e.g. in French ' <i>librairie</i> ' is a place where people can buy books. In a <i>library</i> in English, you do not buy books but borrow them instead.

A. false friend	B. interlanguage	C. L1 interference
D. overgeneralisation	E. fossilisation	F. developmental error

TKT Module 1: The role of error – Participant's Worksheet 3

Look at these examples of student errors. Decide what the error is in each sentence, and discuss why you think the error is being made. You should use the terms in the box.

false friend	L1 interference	interlanguage	overgeneralisation
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1. She li:vz in London in a small flat.
2. He throwed the ball over the fence.
3. I have seen that film yesterday.
4. She told me a fantastic history about her last holiday.
5. Where do you come from? I'm coming from Sweden.
6. You should better can to go now.

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TKT Module 1: The role of error – Sample Task

For questions 1–6, match the teachers' comments about errors with the type of mistake listed **A**, **B** or **C**.

Mark the correct letter (**A**, **B** or **C**) on your answer sheet.

You need to use some options more than once

Type of Error

- | | |
|----------|-----------------|
| A | slip |
| B | L1 interference |
| C | error |

Teacher's comments

- 1** We haven't covered the past simple yet so when I asked about their weekend my students said things like 'I go to the park', 'I am very busy with my friends'.
- 2** I'm trying to get my learners to see the difference between the subjunctive in English and in their own language so that they will use it accurately in English.
- 3** My students were really tired by the end of the afternoon so I didn't do very much correction. I knew that they would know how to say the sentences correctly; they were just tired.
- 4** We've been doing a lot of practice saying /θ/ and /ð/. My learners keep saying /z/, I think it's because they don't have those sounds in their own language so they just use the sound they do have.
- 5** While doing an individual drill teaching 'going to', one of the students said 'I going to buy some fruit'. I repeated 'I going' with rising intonation and he said 'I'm going'.