



EDUCARE & FUTURO

LINGUE STRANIERE

**TRA INNOVAZIONE
E SOSTENIBILITÀ**

**Error or non-error?
That is the
question!**

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Outline

① English and English speakers today

② The 'new' EFL learner

③ The notion of error

④ Examples of written English:
error ranking and discussion

⑤ Conclusions & Questions



Error or non-error? That is the question!

English today

- **ENL** English as a Native Language
- **ESL** English as a Second Language
- **EFL** English as a Foreign Language
- **ELF** English as a Lingua Franca...



Error or non-error? That is the question!

Native vs non-native speakers

- Approximately **450 million native speakers** of English
- Approximately **1,5 billion non-native speakers** of English using English for different purposes and in different contexts
- **Implications ...?**



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English as a (global!) lingua franca

- Not a variety, but **a way of using** English in oral (and written?) communication
- Used among speakers who **do not share** the same mother tongue (both non-natives with non-natives and non-natives with natives)
- Main objective: **mutual intelligibility** to achieve **effective communication**

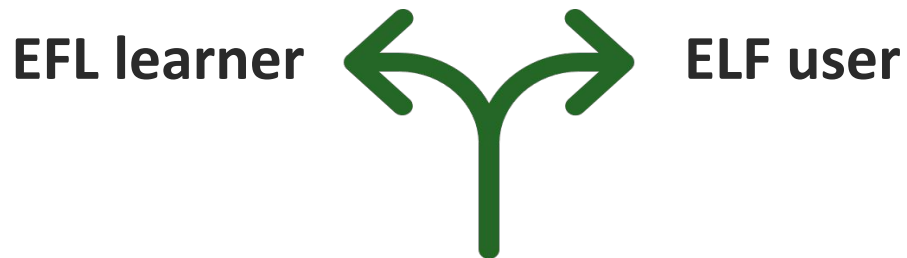


Error or non-error? That is the question!

EFL vs ELF

- EFL has **learners**
- ELF has **users**
- EFL norms are **'fixed'** (*Standard English*)
- ELF norms are **fluid** and **'negotiated'** by learners
- EFL pedagogical aim is **'monolithic nativespeakersim'**
- ELF pedagogical aim is awareness of the **plurilithic nature** of (contemporary) English
- EFL involves the **adoption** of a target model to 'imitate'
- ELF involves **accommodation** and **adaptation** to the context to achieve effective communication

The 'new' EFL learner



...digital communication...

YOUR understanding of error

What do YOU regard as an error?



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Error or non-error? That is the question!

YOUR understanding of EFL errors

Do YOU think that EFL errors in writing are more 'serious' than errors in speech?

- a) Yes
- b) No
- c) Equally serious



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Error or non-error? That is the question!

The notion of error in ELT

Errors → «learners' **deviations** from native speaker's standard norms»

(Grazzi 2021: 49)



Error or non-error? That is the question!

'Errors' in EFL writing

**Let's focus on
EFL writing**

**(examples taken
from authentic texts
written by EFL learners)**



Error or non-error? That is the question!



Examples (Spelling)

- a) When i was a child i spent my free time in a bookshop because i did the activities that they organised.
- b) This is the object **wich** I see.



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Example (Morphology)

- a) I have two **teacher**. They are very nice.
- b) It's **more easy**.
- c) In the school where I **teached**.
- d) **The** happiness is very important.



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Examples (Syntax)

- a) I **would like that** the online teaching **will stop**.
- b) **Is** important to know that...
- c) She **prefer** this.
- d) Everyone **talk** about it.
- e) There are many children **which** need help.
- f) Sometimes I don't understand what **are they** saying.
- g) I would leave if she **would come**.
- h) She **coming** tomorrow.



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Examples (Lexicon)

- a) **Keep touch** with nature.
- b) **Make** the homework.
- c) I can close the **rubinetto** of water.
- d) Yes, I think **it**.
- e) We **discuss about** the environment.
- f) I **listen** music every day.



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Conclusions



What attitude towards our students' errors?



- For most learners, 'nativespeakerism' is “an **inaccessible** goal; and these days it is **not even** an **appropriate** one” (Ur 2012: 5)



- English is **no longer simply a foreign language**.
Learners feel the gap!



- EFL teachers may find it worth looking at errors from a different perspective and considering a notion of proficiency that is based on learners' “**Englising**”: what learners/users can **actually do** to communicate effectively in the global language, rather than on 'illegitimate' deviations from **slippery NS standard norms**.





Conclusions



What type of formative feedback can we provide?



- Students need to develop **metalinguistic awareness** of this **change** and to know why and how **their linguistic choices** can have an **impact** on **meaning & communication in and outside the school context**.
 - Involve them in the correction of their errors (peer feedback)
 - Discuss with them the reasons behind their linguistic choices
 - Accept, rather than blame, their linguistic creativity
 - Exploit, rather than ignore, their linguistic repertoires

Error or non-error? That is the question!

That's all for now...

Any questions?

Error or non-error? That is the question!



Thank you!



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