

RIELMA

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Thematic supplement to the 10/2017 issue

Errare humanum est...

The didactics of mistakes in Applied Modern Languages

Consequential, fatal, inspiring or motivating, mistakes are only human. In the classroom situation, making mistakes can as well prove one of those necessary evils, indeed a 'right'. Losing or waiving 'the right to err' can weaken our capacity to learn new things, the opportunity to make progress, take challenges, create and innovate.

Making mistakes and learning are therefore intertwined processes, forming an integral part of the pedagogical reality, one that cannot be denied nor should it be overlooked, due to its invaluable instructive potential. For whereas to relinquish expectations of proficiency is not an option for the pedagogue, admitting the state of affairs is the first step towards developing effective working strategies and a 'healthy' technique.

The question arises: how is one to move from the stage of mistake-making as an obstacle to that of mistake-making as an empowering tool? It is a question that has never left the pedagogical setting since time immemorial. It is also a question that has no fixed, clear-cut answer, in the face of the awareness that 'tomorrow's truth is nourished by yesterday's error' (Antoine de Saint-Exupéry, *Flight to Arras*). It is a question that needs being posed afresh, again and again, albeit in newly defined contexts, targeting dynamic, fit-for-purpose solutions, temporary though they may be.

Eager to generate reflections on current topics of interest, we call for papers exploring fresh ways to approach mistakes in the pedagogy of different disciplines within the Applied Modern Languages field (intercultural and multilingual communication, translation, interpreting).

Contributors are invited to reflect on the following proposed areas:

- mistake-making: a psychological perspective;

- approaching false friends in language enhancement, translation and interpreting courses;
- distinguishing between grammar error and non-idiomatic expression;
- integrating mistake-making into the teaching process: should we encourage it or do everything to avoid it?
- identifying and using error typology in the planning of class activities;
- assessing to ensure progress, and not to ‘punish’;
- preparing the students for self-assessment and guarding them against the risk of subjectivity;
- managing the students’ peer-assessment in class;
- reacting to mistakes and delivering an efficient feedback: didactic and psychological aspects.

The supplement is envisaged as a pedagogical resource meant to provide practical tools destined for fellow scholars working in the field of Applied Modern Languages. As such, we especially welcome papers focusing on specific areas of this field.

We also invite the contributors to submit reviews of books relevant to the topic of the nature and typology of error in translation, interpretation, intercultural communication and language teaching.

Submissions

We accept submissions in English, French, German, Italian, Portuguese and Spanish. Papers will not exceed **25.000 characters** (including bibliography, annexes and spaces). **The Word document will be sent to colocviulma@yahoo.com until 15 September 15 2017.** Authors will be notified of the peer reviewers’ assessment before **15 October 2017**. The final, revised versions of the papers selected will be submitted until **15 November 2017** at the latest.

An online version of the thematic issue is due in early 2018.

For the style sheet and other details regarding our journal, please visit our homepage: <http://lett.ubbcluj.ro/rielma/>.