

ERROR MANAGEMENT ASSIGNMENT

Case 1: P3 One-to-one class

1. Read the following scenario, which describes a one-to-one class demonstrating a failed attempt from a teacher to manage the errors of his student.

Three students (SS) are on the attendance for this class but today only Jorge from the group has turned up. This is the teacher's (TT's) first class in this particular company, which deals with industrial components.

TT opens the class with the typical quick questions to which the student –Alejandro– replies correctly and mentions after that he has just come back from England. TT links what SS said to a Topic activity about top tourist destinations. SS then starts to talk about his trip in England and during the conversation the TT notices the following peculiarities in some of his speech:

SS: I have a friend

TT: Ok

SS: is an *arquitecto* important...

TT: Architect?

SS: yes, and on this travel we have (SS corrects himself) had a problem.

TT: What happened?

SS: Yesterday night, before to come here, we lost the train.

TT: Yesterday night?

SS: *si*, before to come?

SS: *si*, the last night...

TT tries to interject throughout the conversation but SS doesn't realise the TT is trying to correct, perhaps seeing these interjections as acknowledgement to go on.

TT, after this brief exchange, picks up on the activity and while TT is able to teach the TL with some success, SS produces frequent errors in pronunciation and syntax as seen in the first conversation, and without being fully aware of his errors. At this point the TT has opted to let the errors slide in favour of letting Alejandro speak freely.

2. Identify the errors in the previous scenario. Then, classify the type of error and note down the error in the following table. An error regarding Syntax is included as example.

	Type of error	Example
Morphology		
pronunciation		

	Type of error	Example
Syntax	<i>Adjective and noun order</i>	<i>arquitecto important</i>
lexicon		

3. *Assess the errors and decide –using your existing knowledge, experience and the “strategies to correct errors and mistakes” section in the online material– how you would deal with these errors, specifying in which category each of the selected error management strategies would fall:*

a. Immediate strategies:

b. After activity/at the end of class strategies:

c. Long term strategies (dealing with the errors in later classes or a series of classes):

4. *Summarize the case, giving reasons for strategies chosen and referencing (where appropriate) links to course readings and additional research to support suggested strategies.*

Remember that we are going to go over the homework in class and in a Q&A activity you are to justify and answer any questions from the trainer and/or peers as to the strategies you have suggested; giving reference to theory or research where appropriate.

Case 2: P4 group of 4 Lawyers with mixed levels

1. Read the following scenario.

This is a group that has been having classes for 3 years and consists of three students that have been there from the start and one that has just joined the company; having been doing the classes for about 2 months (Maria). The students have come today for their usual Business English class, their teacher having been with them for the last 3 weeks. This will be his final class with them before they are passed on to the next teacher. The teacher takes notes during a topic activity of the errors encountered and other issues that arose, as they will be useful for his colleague that is taking over.

Description of the 4 students:

Pau (P4) is in his late forties and has been studying English his whole life. He feels he has been at the same level of English forever but has good communicative strategies. He has many fossilized errors to do with pronunciation and syntax in his production. In this class his errors included “people is”, “we must to be careful” and using the verb steal incorrectly like “They steal us a lot of money” also using the verb ‘catch’ in a variety of contexts when ‘get’ would be more appropriate. As usual, Pau being caught up in conversation and ignored most attempts at correction.

Eva (P4) is in her mid-thirties and although she has a very good level, she finds pronunciation and spelling are difficult and confusing. This has created a fixation when she speaks, as she needs constant confirmation from the teacher stopping frequently mid-sentence or in conversation. This also tends to annoy the other students and some of the more dominant students typically cut her off. When she made notes, there were problems with mixing up ‘I’ and ‘E’ and she frequently stopped the class asking about the pronunciation of “comfortable” and “memorable” but pronouncing it incorrectly after being modeled a few times by the teacher.

Jordi (P4) is in his mid-thirties and is a lawyer of high standing in the company. Jordi could be considered having the best level in the group, usually is quite reserved during class, and is happy to sit back letting the others speak. When he does contribute in class, there are very few errors apart from not being able to distinguish between long or short vowel sounds like “sheet” and “ship” and a couple of deeply ingrained fossilized errors like the others e.g. “people is” and false friends, especially “actually” when he means “currently”. Corrections of all these errors were attempted but they were forgotten and reproduced at later stages of the class.

Maria Angeles (P3) is the newbie of the group. Her level is quite low compared to her colleagues and is compounded by the fact that she feels embarrassed speaking in front of them. She has all the typical errors found in a learner at this level. She uses the third person incorrectly, avoids using the past tense with irregular verbs and hasn’t quite mastered the use of the present perfect. The specific errors were “I am agree”, “The last night I go to see my friend” and “I have stay in London” or “I has went there 2 times ago”. Also “All people has” and “She catch the bus” or “My mother have problem with the travel”.

2. Identify the errors in the previous scenario. Then, classify the type of error, give the example and refer it to a student/students in the following table. An error regarding Syntax is included as example.

	Type of error	Example	Student
Morphology			
pronunciation			
Syntax	<i>People treated as 3rd person</i>	<i>people is</i>	<i>Pau, Jordi</i>
lexicon			

3. Assess the errors and decide –using your existing knowledge, experience and the “strategies to correct errors and mistakes” section in the online material– how you would deal with these errors, specifying in which category each of the selected error management strategies would fall:

a. Immediate strategies:

b. After activity/at the end of class strategies:

c. Long term strategies (dealing with the errors in later classes or a series of classes):

4. *Summarize the case, giving reasons for strategies chosen and referencing (where appropriate) links to course readings and additional research to support suggested strategies.*

Remember that we are going to go over the homework in class and in a Q&A activity you are to justify and answer any questions from the trainer and/or peers as to the strategies you have suggested; giving reference to theory or research where appropriate.

Assessment:

After the in-class discussion, the assignment will be handed in for correction and it will be graded using the following rubric:

Criterion	1	0.75	0.50	0.25 points
1. Identifies and classifies errors correctly.	Identifies and understands all the main errors in case studies.	Identifies and understands most of the main errors in case studies.	Identifies and understands some of the main errors in case studies.	Identifies and understands few of the main errors in case studies.
2. Analysis of errors, which leads to appropriate management strategies.	Thorough analysis of all the errors and shows clear understanding of the severity of main issues.	Analysis of most of the errors and shows clear understanding of the severity of most issues.	Analysis of some of the errors and shows understanding of the severity of some issues.	Little analysis of the errors and shows understanding of the severity in few of the issues.
3. Effective and realistic suggestions are given in terms of what is required of the students and teacher.	Appropriate and effective suggestions are given for all the errors in the case studies clearly outlining them for TT and SS.	Appropriate and effective suggestions are given for most of the errors in the case studies, clearly outlining them for TT and SS.	Appropriate and effective suggestions are given for some of the errors in the case studies, outlining some of them for TT and SS.	Appropriate and effective suggestions are given for few of the errors in the case studies outlining them for TT and SS.
4. Summary of strategies used and reasons why they have been chosen. Trainee demonstrates a clear and practical understanding of error management strategies	Well thought out reasons given for all strategies used and demonstrates a clear understanding of all strategies mentioned	Well thought out reasons given for most of the strategies used and demonstrates a clear understanding of most strategies mentioned	Reasons given for some of the strategies used and demonstrates an understanding of some of the strategies mentioned	Reasons given for few of the strategies used and demonstrates an understanding for only a few of the strategies mentioned
5. The trainee answers peers' and trainers questions appropriately, showing knowledge of the subject supporting content by theory or research.	Excellent response to trainers and peers' questions on error management strategies with appropriate content supported by theory or research.	Good response to trainers and peers' questions on error management strategies with some connection made to theory or research.	Satisfactory response to trainers and peers' questions on error management strategies with limited reference to theory or research.	Limited response to trainers and peers' questions on error management strategies with no reference to theory or research.