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**Teacher's error management behavior during whole class interaction :
summary**

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SUMMARY

Teacher's error management behavior during whole class interaction

The book deals with teacher error management behavior during whole-class interaction. Teacher error management behavior is associated with teacher's activities during the lesson which are focused on handling students' mistakes. For a long time, students' errors and mistakes were identified as a sign of failure and insufficient knowledge or competencies. Furthermore, teachers used mistakes as a control instrument for students' activity and process of learning. Because of that, mistakes were related to negative meaning, anxiety, and students' fear of making mistakes during the lesson. So, teachers and students tend to avoid them.

Nowadays pedagogical research emphasizes different perspectives based on a constructivist approach. According to Santagata (2005), mistakes could be beneficial for both teachers and students. Literally, in the pedagogical discourse, the errors are described as opportunities for learning. (Borasi, 1994). In these consequences, more important is the role of the teacher during interaction with students. Teachers' feedback and the way how they respond to mistakes is a substantial source of error climate in the classroom and it affects students' approach toward their mistakes, especially the way how to use them for their learning (Seifried & Wuttke, 2010).

Generally, errors and mistakes are defined as a behavior or the result of an activity that deviates from expected standards or aims (Grassinger & Dresel, 2017; Průcha et al., 2003). This research is focused on students' errors during whole-class interaction because of their specific social context. There is clear evidence of who has made a mistake and the error situation is open so each classmate can

participate, and teacher feedback is visible to everyone in the classroom. So, this kind of mistake has personal and social dimensions (Käfer, 2019). The meaning of concrete mistakes is based on the social context of the classroom that affects students' experience, emotions, and motivation during error situations. Ingram et al. (2015) asserted that students' mistakes have affective and cognitive dimensions. The first one is associated with fear of failure and mistakes and the second dimension is based on the potential of mistakes to support the learning process.

The research aims to identify teachers' chosen activities concerning students' mistakes and describe how teachers decide to respond to them in an error situation during whole-class interaction. The linguistic ethnography was chosen as the interpretative framework (Copland et al., 2015). This approach allows explaining the concrete pattern of behavior during the lesson concerning general social interaction and language. According to Vygotsky (1978), there is important relationship between the process of learning and human interaction. Learning is an active process that could be enriched and accelerated by interaction and language. Moreover, this approach makes it possible to connect different perspectives of teacher and student and research methods (Tusting & Maybin, 2007).

The research question is: "How do teachers work with students' mistakes in the Czech language lessons during whole-class interaction?" Specific research questions are focused on the teacher's approach to mistakes, social context, learning impact, and decision-making process in the error situation. The research was designed as a qualitative study, and data collection was conducted through observation of class and interviews with teachers and pupils. There were chosen four Czech language teachers in ninth grade from four elementary schools, and six lessons from each teacher were observed. Two cameras shot a total of 24 lessons. Besides that, 12 interviews with teachers and 16 interviews with pupils were realized. Transcribed interviews were analyzed by inductive coding. The conversational analytic approach was used for interactional data from the classroom.

Based on analyzed data, four teachers' strategies could be identified within error management behavior during whole-class interaction. These activities have goal orientation, and they could be considered the result of teachers' approach to errors. Each activity is associated with the cognitive or affective dimension of error. These activities are chosen and preferred by teachers in error situations concerning pupils' characteristics, type of error, or task goal.

Firstly, teachers structure the positive error climate in the classroom, so they influence the meaning of errors in the classroom environment. The reason for this strategy is to change the negative meaning of mistakes to support students' participation during the lesson. In general, teachers try to establish a safe environment for every student, but this effort has an exception because of the specific kind of mistakes. The second strategy is associated with a specific group of students. These students are characterized by low participation during a lesson. According

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to teachers, errors could affect them negatively, so they try to protect them from mistakes. Teachers have a few activities to check the correctness of students' answers before he or she has asked. But this preventing strategy is contra-productive because it leads to exclusion of some students from communication. Also, teachers tend to redirect questions after their mistakes. The third strategy is based on the informative potential of mistakes. If mistakes occur, teachers tend to explain the correct answer without intentionally supporting the mistaken students. They hope that explanation will support student learning because it reveals to them the right solution to the task. Furthermore, every student benefits because for others it could be repetition. The fourth and last strategy is identified as productive teacher error management behavior. This approach is based on feedback to support students in the modification of incorrect solutions. In this case, the teacher gives a hint to the student to correct the mistake. The feedback focused on the solution and additional questions are important. Some facets affect teacher decision making during the error situation, so concrete activities are chosen and preferred concerning pupils' characteristics, type of error, or task goal.