



# Case studies



## Case Study 1 by Richard Schmidt: Wes

- 33-yo Japanese artist
- Little formal instruction in English
- Naturalistic learner: he began to study English when he went to Hawaii for work
- Schmidt focused on pronunciation and grammar (auxiliary *be*, plural and 3<sup>rd</sup> person *-s*, regular past tense *-ed*)
- At the beginning, Wes could communicate in English; yet, he didn't know the grammatical structures Schmidt wanted to investigate
- He did acquire some fixed expressions (formulae) that enabled him to become a successful communicator, but after 3 years he was far from a native-like fluency in English

## Case study 2 Rod Ellis: R and J

- 10- and 11-yo Portuguese and Paki schoolboys
- Complete beginners
- Classroom learners: they learnt English in a language unit for migrated children
- Ellis focused on their ability to perform (polite) requests
- At the beginning their requests were verbless, then they started to use imperatives, then the formula 'Can I have...?' and finally they extended the linguistic devices used
- Although they communicated successfully, their requests were too direct, simple, little modified according to the addressee (either a teacher or a peer)

# Errors

## Exercise: Error detection

One evening a little boy was going at home after the classroom after the class. He went out of the bus with three packets. One of them the small one falled on the ground He don't saw it but the man who was passing by this way saw it and he would given this packet to the little boy also he took the same way. It was dark but the moon was full. When the little boy saw the man who follow him he was afraid. He run quickly followed by the man. Just before that little boy arrive in his home the man join him and gave him his packet. Then the little boy was happy to receive his packet.