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Techniques of Mistake Correction

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Author: Ivana Pavlů

Supervisor: Mgr. Naděžda

Vojtková

Declaration

I declare that I worked on my thesis on my own and used only the sources listed in the bibliography and webliography.

I agree that the thesis be deposited in the library of the Faculty of Education of Masaryk University in Brno and made accessible for study purposes.

Brno 14th May 2007

Ivana Pavlů

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Content

THEORETICAL PART

Introduction.....	5
1. What is a mistake?.....	6
2. The Importance of mistakes.....	7
3. Non-Correctors and heavy correctors.....	10
4. Different kinds of mistakes.....	12
4.1 Mistakes of meaning.....	12
4.2 Mistakes of form.....	13
5. Accuracy versus fluency.....	14
6. General types of correction.....	17
6.1 Self-correction.....	17
6.2 Peer correction.....	17
6.3 Teacher correction.....	18
7. Correction techniques.....	18
7.1 Delayed correction.....	18
7.2 Gentle correction.....	19
7.3 Normal conversation.....	20
7.4 Observer.....	20
8. Indicating mistakes by the teacher.....	21
9. Correctness and teacher.....	24

PRACTICAL PART

Introduction.....	25
9. Description of groups.....	26
10. Schemes of methods.....	28
11. Delayed correction.....	29
12. Peer corrections.....	31
13. Hot cards.....	35
14. Conclusion of the practical part.....	38
15. Advantages and disadvantages of the used methods of correction.....	39
Conclusion.....	40
Resumé.....	41
Bibliography.....	42
Appendix.....	43

Introduction

This thesis is focused on correcting mistakes. I especially concentrated on the mistakes in speaking because I consider speaking the most important skill in lessons. In my work I tried to study and sort out various techniques of correction so as to discover different possibilities how corrections could be done in lessons.

Teachers often do not think about correction they just correct their students according to their feelings which sometimes can be right but they can also use a completely wrong technique. Teachers should be careful about correction because some students are very sensitive when they are being corrected. There are so many options how teachers can correct their students without telling them the right form immediately. The specialists consider this method the last possibility only after when there is no other choice.

When I started teaching at a language school several years ago, I had nearly no idea about different ways of correction, but when there came a colleague of mine to watch my lesson, she showed me other possibilities than just telling the right form straight away and I found some of them very interesting and helpful. Since then I have been thinking about it and have found out that it is really better to leave more space for the students to make them correct themselves by just indicating that there is something wrong. These techniques are described in detail in my thesis.

This was basically the reason for choosing this topic; I wanted to discover other options of correcting and make all the methods clear for myself.

In the practical part I tried to use several techniques in practice. As I teach at both a secondary school and at a language school I had a great opportunity to use the methods in real lessons. The main goal was to judge if the correction helps students in their learning process.

In my thesis I use the term *teacher* a lot. For this word, I have chosen the pronoun *she*, as the English teachers are females very often.

THEORETICAL PART

1. What is a mistake?

“Most people agree that making mistakes is a part of learning. Most people also agree that correction is a part of teaching“ (Edge 1).

Teachers often think that mistakes are the evidence that students do not learn the language. However, Bartram and Walton argues that mistakes are natural and can show that students are improving in the language.

According to the authors, mistakes are common to all learners of a language irrespective of their first language, or a foreign language. Children, teenagers, adults, everybody makes mistakes. Mistakes cannot be separated from language learning. It is interesting to focus on babies who make mistakes as well because here it can be seen that the role of mistakes in acquiring a language is enormous. Mistakes cannot be divided from language-learning because they are really necessary. Although the mistakes can be reduced, they cannot be eliminated completely. Moreover, there is a point of view which says that students should be supported in making mistakes.

Teachers often think that mistakes are only what their students say. These are called *mistakes of commission*. However, mistakes are also things that were not said. Walton and Bartram call them *mistakes of omission*. “If language is communication, then non-communication is a kind of mistake“ (Walton, Bartram 17). This could mean that students who do not communicate or do not say something in order not to make a mistake are, in fact, also making a mistake (Bartram, Walton, 1991)

Bartram and Walton present two terms connected with correction. The first term is called a *slip* and means using a wrong language which can be caused by tiredness, carelessness etc. This means that these slips may happen to anybody, even to a native speaker. The second term is *mistake* which means wrong language which learners produce but not native speakers.

The mistakes called *slips* are certainly common in lessons because everybody is sometimes tired or in a bad mood, however, it is not easy at all for the teacher, to

distinguish between *slips* and *mistakes*.

Bartram and Walton use another term - *covert mistake*; students sometimes say something right but without realizing why it is so, they say it by accident. An example of this would be: “ *We went to some museum and then took the train home* “ (Bartram, Walton 21).

The student used *some* because in his/her language it is followed by a singular although it refers to more than one thing. Virtually, the student meant *some museums* but *some museum* is also acceptable in English. It should be quite easy for the teacher to recognise these mistakes as she often knows what their students know and if she has already taught them such a piece of language.

According to the authors, there are many teachers and students who consider mistakes wrong. Nevertheless, it is important to distinguish two various views on language. It can be seen either as a way of communication or as a language based on a system which has no connection to everyday life. It is important for teachers to realize this division. In normal life people use language in order to make themselves understood. Mistakes are mostly pushed to the second place. Common users of English are not much interested in mistakes as far as they understand one another.

Walton and Bartram explain this theory on a practical example of two fictional business people, one could be German and the other Japanese. These two people are using English to argue about the price of a product. One says: “ *I can't to bring the price any further* “ (Bartram, Walton 22). “Although it is not grammatically correct, because it is not possible to use *to* after *can*, it will be definitely understood“ (Walton, Bartram, 1991).

2. The Importance of mistakes

The Tefl.Net authors compare learning English to riding a bike; everyone falls down very often at the beginning, however, they learn how to ride a bike in the end.

People make mistakes when they learn English but this is the way to an effective communication. Moreover, not many people are so good at it that they could become professional cyclists, nevertheless, everyone can ride a bike for fun which means that only a few of the learners will reach the level of a native speaker but it does not matter

because the fact that they can communicate in English is more essential.

To sum up, learners have to accept that they will not probably speak English perfectly, therefore they should try to live with this fact and study their mistakes (Tefl.Net).

My interpretation of this is that nothing is reached without any effort. A man has to make several attempts before being successful in something. It relates to everything, even to the language acquisition.

Scrivener remembers his school days, when he was afraid of making mistakes and answering teacher's questions. Mistakes were not accepted and those who made mistakes were considered lazy or less intelligent. However, the author argues that most things are learned by making mistakes and their subsequent analysis which means to try out what works and what does not. And if students are discouraged from learning at the beginning of their learning process, then they are unlikely to make some progress.

Furthermore, the author claims that many things have changed since he was a schoolboy. Nowadays, mistakes are signs of students' progress as they show teachers that students are experimenting with the language. They are trying out new things and they are not afraid of communication in English as well as risking. It is obvious that they improve their second language (Scrivener, 1998).

From my point of view, teaching English has changed since I started learning English. Nowadays teachers try to encourage their students more than 15 years ago. But also today there are teachers who still use traditional front teaching in English. This causes that students are not much used to speaking and when they are asked about something, they are afraid of saying anything. However, thanks to the influence of English and American textbooks, which present various modern methods, teachers are changing their attitudes.

Doff's point of view is similar to Scrivener's. He criticizes teachers who are afraid of their students' mistakes and those who think that they must not make any mistakes themselves because their students could learn them, therefore they must be sure that everything they say is correct. According to Doff, this idea is taken from a model of learning language which was popular in the 1950s and 1960s. Those times the

method of drilling was popular; students were repeating correct forms of language until they knew them by heart. Hence repeating forms which are incorrect would be harmful.

Doff says that today it is generally known that the language has to be acquired in different ways; the language should be taught as a system of rules and students have to understand this system. Moreover, making mistakes is natural and unavoidable. Mistakes are considered useful and they should help both students and teachers to see what they know and what they have to learn yet (Doff, 1993).

Edge compares learning the second language to learning steps of children acquiring their mother tongue. When a child learns its mother tongue she makes mistakes, but these mistakes are a sign that the child is learning the language. An example of a child's mistake could be this sentence: "Nina caught a balloon" (Edge 13). From this example, it is obvious that the child has learned the rule for making past tense but she has not known yet that the irregular verbs exist as well. Parents are happy when their child is doing such good learning steps, they do not consider these mistakes something warning. In effect, these errors show us that the child is learning and improving its language.

The author assumes that despite many differences, there are also several similarities between a child learning its mother tongue and a student learning English. He says that many mistakes are, in fact, proofs that students are acquiring the second language. The mistakes should be perceived as the evidence of learning steps.

Edge prefers the term *learning steps* instead of mistakes. This new view on students "failures" can help teachers a lot as they can see their students mistakes from a completely different perspective. Edge presents a good example: "My students make a lot of learning steps when they write." (Edge 14) The word *mistakes* was replaced by words *learning steps*. If a teacher starts to think about her student's mistakes as learning steps, then the teacher realizes that the students develop and improve (Edge, 1989).

In my opinion, the fact that a child starts to speak is amazing. Although a child speaks very simply and makes many mistakes, nobody tells him/her that he/she is wrong, because this is that evidence that the child is making a progress. Acquiring the second language should be viewed similarly, teachers should be happy, that their students are able to say something in English, because something is more than nothing.

Moreover, the little learning steps should encourage students' taste for studying the second language. If the students are being corrected all the time, they could feel unsuccessful and they could lose motivation. I think that correction is necessary, however, encouragement and praise is also very significant.

Julian Edge summarizes that mistakes should not be seen as something negative which needs to be penalised. On the contrary, teachers should appreciate mistakes because they give them a lot of valuable information and provide them feedback (Edge, 1989).

3. Non-correctors and heavy correctors

Doff describes three types of teachers in accordance with their attitudes to mistake correction.

He distinguishes *teacher A* who is an *overcorrector*. This means that she corrects too much and too often. These teachers never let their students make mistakes because they think mistakes are harmful. If they hear a mistake they correct it immediately, because the other students could hear the mistake and they could remember it.

Teacher B is not any extreme. She corrects from time to time. When she practises a particular piece of grammar, she demands accuracy in language, however, if students practise free activities, when fluency is important, she does not insist on accuracy at all.

Teacher C is the opposite of teacher A. She corrects her students very little. She prefers fluent English with mistakes to accurate clumsy English, therefore she encourages her students not to be afraid of making mistakes (Doff, 1993).

According to my teaching experience, it is very difficult to find the right position or balance in correcting mistakes. It is always a difficult decision whether to correct or not and what to correct. Nevertheless, correction should not be used too much because it does not support either teachers or students. Because of this, *teacher B* is the right compromise of *teachers A and C* as she involves both criteria of fluent and accurate English.

Bartram and Walton suggest two main groups of teachers, they are *heavy*

correctors and *non-correctors*. Both terms indicate several problems.

The major problems in a *heavy corrected* class lie on the students. Firstly, the teacher is the dominant person in class, the education is concentrated on her mainly. Secondly, students have nearly no space for their creativity, moreover, they are expected to be accurate all the time and there are not many opportunities for using their imagination. Thirdly, students do not create any original pieces of language, they use only what they have been taught by their teacher. In addition, it takes them quite a long time before they say something because they try to avoid mistakes.

There is another piece of very interesting information in Bartram and Walton's research; they claim that many teachers overcorrect their students because they somehow feel they have to (Bartram, Walton 1991)

From my point of view, it is a kind of an obsession, which a teacher cannot avoid of easily. But probably majority of these teachers do not feel their method is wrong.

The opposite group is called *non-correctors*. Problems of these teachers are completely different, usually they do not concern pedagogy. At first, teachers feel guilty, because although they consider correction useless, they have to do it. Furthermore, teachers have to face students' and even parents' complains. Sometimes it could lead to the loss of students' confidence in teachers' competences.

Authors's judgement is that most teachers are mixture of both types. I claim that most of teachers are *heavy correctors*, especially at state schools where accuracy is more appreciated than fluency, so they have little possibility of choice (Bartram, Walton, 1991).

Edge sees a real danger in comparing everything that the students say to standard English. If the teacher corrects everything which is different from standard English, students will never have opportunity to try something themselves. As a result, they never say anything they are not sure about and therefore, they do not make much progress as they do not search any new possibilities in the language (Edge, 1989).

4. Different kinds of mistakes

Rolf Donald suggests two divisions of mistakes; according to what the *reason for making a mistake* was and according to its *linguistic type*.

He distinguishes three basic reasons (Error Correction 1):

At first it is the result of a random guess (pre-systematic), second one was produced while testing out hypotheses (systematic) and the last one indicates a slip of the tongue, a lapse, a mistake (caused by carelessness, fatigue etc.) (post.systematic).

I think that these reasons for making mistakes are very realistic because everyone sometimes guesses and waits until the teacher says if it is correct or not. Moreover, this kind of a mistake can be done even by a teacher not only by students, because teachers are only human beings as anybody else.

To sum up, although we call them *mistakes*, it would be better to call them *tries*.

The other group of mistakes is called *linguistic errors*. Donald defines the following categories (Error Correction 1):

Lexical errors – vocabulary, phonological errors – pronunciation, syntactic errors – grammar, interpretive errors – misunderstanding of a speaker's intention or meaning and pragmatic errors – failure to apply the rules of conversation.

Edge claims that a mistake can have several meanings. He uses two categories: *Mistakes of meaning* and *mistakes of form*. (Edge, 1989)

4.1 Mistakes of meaning

One can sometimes use a grammatically perfect sentence but with a nonsense meaning. In contrast, people can make a sentence with several heavy mistakes, however, they are understood without problems. The author shows his theory on a conversation between a customer and a shop-assistant in an English-speaking country

(Edge 3) :

...Now imagine a customer, Nesrin, going into a shop in an English-speaking country.

What are the important mistakes here?

Nesrin: Good morning.

Shopkeeper: What can I do for you?

Nesrin: Give me two apples.

(Shopkeeper weighs two apples, puts them in a bag and gives them to Nesrin)

Shopkeeper: Anything else?

Nesrin: No. How much this?

Shopkeeper: Forty pence.

(Nesrin pays and leaves).

There occurs two severe mistakes. The first one refers to greetings as the shop-assistant did not give any response to customer's greeting. Secondly, the customer used the imperative which is considered very impolite. Then there is a grammatical mistake in *How much this?* However, this is a very little mistake in comparison with the two previous ones (Edge, 1989).

It means that in the real world the grammatical rules are not so important but one must be aware of what he/she is actually saying and how it is being said as well as to follow the rules of politeness of the country where he/she occurs.

4.2 Mistakes of form

Edge defines several cases where they appear. Firstly, when speakers are lost or do not know particular words in English they use structures or words from their mother tongue, which seems to be a natural and logical process. Secondly, grammatically incorrect speech can be caused by the fact that the speaker does not have enough knowledge for saying something, because he/she has not been taught it yet. Another case is when people use English incorrectly on purpose, in order to come to an understanding. The last type are mistakes of form which happen because of

someone's carelessness or tiredness (Edge, 1989).

In my opinion, the last ones are the most common mistakes of form that occur among students.

Furthermore, there is another interesting division of mistakes suggested by Edge. He deals with teacher's point of view on mistakes which her students produce in lessons. He describes three categories: *Slips, errors and attempts*.

Similarly to the last type of mistakes of form, *slips* are mistakes caused mostly by carelessness. A student who produced such a mistake is able to correct it himself. The following sentence is a typical example: "He had been their for several days." (Edge 9)

Errors indicate that a student is not able to correct a mistake without some help although he/she is familiar with the grammar used. It is the duty of the teachers to know or predict if the students is teoretically able to say it correctly. A good example is this sentence: "That was the first film which I have understood it." (Edge, 10)

Attempts indicate that students, for the time being, try to express what they want to say but their knowledge is not at the appropriate level. Simply, they do not know the grammatical rules. Such students may produce this kind of a sentence: "This, no, really, for always my time...and then I happy" (Edge 10).

My judgement of this this is that it is very hard to distinguish what type of the mistake the students have just produced. Especially, the distinction between *slips* and *errors* is not often very clear. The question is how to recognize whether the students do not learn at home much or they are only careless. On the other hand, a good teacher gets to know her students well in some time, so that it is possible that she knows what type of mistake her students make.

5. Accuracy versus Fluency

When a teacher listens to her students, she has to realize what is more important in a particular situation. Does the teacher want to hear an accurate language without mistakes or does she want her students to be fluent?

Fluency is more essential when we concentrate on the content of the speech. In

that case, it does not matter how something is said but what is said. Edge describes that “We should not correct our students when we are paying attention to what they want to say“ (Edge 18). It is very harmful when students are corrected too much because the nature of speaking a language loses its sense. If the teacher corrects and interrupt her students too much, they could lose their confidence and could be afraid of speaking at all. In other words, in lessons there should be some space for a fluent speech when mistakes are omitted.

On the other hand, in lessons there should be also parts devoted to accuracy, as it is required especially when our students take exams. However, correcting must be done in a friendly positive way and students must not feel guilty or depressed. They should perceive correction as a help not as a negative criticism (Edge, 1989).

In my opinion, Czech teachers focus their attention more on accuracy than on fluency. I think it should be the other way round but it depends on the aim of learning English. Nevertheless, they cannot influence it very often because at schools teachers have to demand accuracy.

Bartram and Walton hold the same opinion on accuracy and fluency as Edge and they add that some modern textbooks even write down if that which exercise is focused on accuracy or fluency. This seems to be very helpful, because it saves teacher's time a lot. In addition, the authors claim that teachers should decide when the best time is for placing an exercise on accuracy and fluency. In general, the accurate exercises are preferred at the beginning of the lesson when the students are fresh and full of energy and exercises on fluency are placed in the end. However, according to a research, students' view on this is different because they prefer more relaxing work at the beginning. This implies that it is always the matter of discussion between a teacher and students in a particular context (Bartram, Walton, 1991).

Bartram and Walton defines a list of questions which should be answered by the teacher before she corrects something (Bartram, Walton 34):

Does the mistake affect communication?

Are we concentrating on accuracy at the moment?

Is it really wrong? Or is it my imagination?

Why did the students make the mistake?
Is it the first time the student has spoken for a long time?
Could the student react badly to my correction?
Have they met this lesson point in the current lesson?
Is it something the students have already met?
Is this a mistake that several students are making?
Would the mistake irritate somebody?
What time is it?
What day is it?
What is the weather like?

My claim on this is that these are very useful questions, although some points are not easily practicable. To be specific, it is hard to say why a student made a mistake and if it is the first time he/she has made it. In a class with more than 12 students it is very difficult to remember all students's reactions and it is nearly impossible to discuss every single mistake with them. However, I think it is a good idea to realize the other things on the list e.g. the time, the day, the weather as they often influence not only students but also the teacher herself.

To sum up, teachers should bear in mind that to correct a mistake is not only about the mistake itself but there are other factors that could be important and which she should be aware of.

Rolf Donald in his article shows deficiencies that can be found in students' speech. He briefly describes *fluency* and *accuracy* from the listener's point of view. Students do not use new items from lessons in their speech. Students who want to be accurate often irritate the listener because it takes them a long time before they say something. On the other hand, there are many mistakes both lexical and grammatical in more fluent students' speeches, which is not again pleasant for the listener. (Error Correction)

6. General types of correction

Edge suggests three basic types of correction in term of who the corrector is. Whenever a student makes a mistake, the essential question arises – How to correct the mistake? In principle, we have three options: *Self-correction*, *peer correction* and *teacher correction* (Edge, 1989).

6.1 Self-correction

This is always the best way because students prefer to correct themselves, it is more pleasant and less stressful for them. Teachers should indicate that there is something wrong in what has been said and she should give her students space for making correction. Edge prefers self-correction in cases where a slip is made (Edge, 1989).

6.2 Peer correction

Students do not always manage to correct the mistake. In that case, a teacher asks someone else for the correction, this is called *peer correction*. This type should be used when a mistake is made. The teacher asks another student to help to correct the mistake but this technique has both its advantages and disadvantages.

A great advantage is that more than one learner is involved, because the others are listening and thinking about the language. Secondly, the teacher can find out much information about the knowledge of her students. It also supports students' cooperation. Lastly, it develops students' ability to learn from one another either as correctors or people who are corrected by their colleagues.

Unfortunately, there are also several disadvantages. For instance, there is a danger that always the same students make the correction. From my experience, this is quite a common problem among students. In this case, the teacher has to coordinate the situation by supporting other students to get involved. Furthermore, students may feel depressed from being corrected by their schoolmates or they can even feel a kind of humiliation. Sometimes students may start to be suspicious that their teacher is not skilled enough for his job because he is not able to correct students himself. (Edge, 1989)

6.3 Teacher correction

Teacher correction is used when neither the students himself nor other students are able to correct the mistake. But the teacher does not have to give the correction straight away. Teacher can just help students to find the mistake or the right answer (Edge, 1989).

Harmer claims that *teacher-correction* is highly demanded when more students make the same mistakes which indicates that they have not understood a grammatical issue. So it is good for the teacher to explain it once again. Subsequently, the student who has made the mistake should correct the original mistake (Harmer, 1994).

Scrivener suggests the same types of correction as Edge : *self-correction*, *student-student*, *teacher-students*, and he adds *small groups*, *all class* and *coursebook/reference books* (Scrivener, 1994).

Working in small groups is a very good method because students have to cooperate and they can learn from one another, moreover, they are not exposed to the whole class attention.

7. Correction techniques

Edge emphasises three principal things that must be fulfilled when doing a speaking activity. At first, students need space for expressing themselves freely, which means not to interrupt them very often because of mistakes. Secondly, Students should feel that their teacher is interested in what they are saying and that she is listening to them carefully. Thirdly, they should not feel guilty for making mistakes (Edge, 1989).

7.1 Delayed correction

For this purpose, several attitudes which teachers can use were suggested by Edge. First of all, he advises to use so called *delayed correction*. This practice is mostly applied when students work in pairs because in bigger classes the teacher cannot devote her time to everybody. Therefore, delayed correction is very recommended there. After the teacher sets and explains an activity, students start to work in pairs. The teacher walks around the class and controls whether all students have understood the task and if they work well. If the teacher finds out that more pairs work wrongly, she had better

stop the activity and re-explain it or ask a good pair to act an example for the others. The teacher's main role is to observe students and if she hears a mistake, she makes a note on a piece of paper or straightly on the board. The teacher cannot hear all the mistakes, of course, but in spite of this, students are learning the language. In addition, through delayed correction, the teacher can find out if his students understand a particular grammatical issue (Edge, 1989).

How to deal with the noticed mistakes

The basic technique is to write the wrong sentences on the board and ask students for the correction. The teacher has an opportunity to add a commentary or to explain what is needed. But the teacher should first encourage students to explain the mistakes before she does it herself (Edge, 1989).

Bartram and Walton present a different way of dealing with students' mistakes. The main principle remains the same, the teacher is going around the class and listening while students are speaking. But she has a card for every student where she is making notes. At the end, she gives students the card with their names. Students can correct mistakes individually or in pairs. The authors call this method *hot cards*.

Furthermore, they advise to record students while speaking. Then the teacher has two options, she can either play the recording in class and stop it when a mistake occurs or she can play it later for herself and note down the mistakes (Bartram and Walton, 1991).

7.2 Gentle correction

Another technique presented in Harmer's book is called *gentle correction* which means that a speaking activity is explained and students work in pairs or in groups. The teacher is observing the students but when she hears a mistake she, without an excitement, carefully indicates the student that something is wrong. She may say for instance: "Well, that's not quite right..." or "We don't say he goed..., we say went" (Harmer, 237). The main difference is that the students is not made repeat the correct form, because the point is, that the mistake has been noticed and that the activity can continue without any harm (Harmer, 1994).

7.3 Normal conversation

In accordance with Edge, the normal conversation is an inseparable part of the language learning, because it is the closest to the real life situations. The teacher has two possibilities how to react to mistakes. She can either ignore the mistake or she can repeat what has been said wrongly in a different way but without any indication that she is making a correction. Edge shows an example of such conversation (Edge 47):

Student: I'm going there all the Tuesdays.

Teachers: Oh, you go there every week, do you? You must like it!

The important thing is to be natural and behave like in a normal conversation.

7.4 Observer

This is another type of how to deal with mistakes during an activity. When students work in pairs or groups, they may hear a mistake from their colleagues and correct it. This can be improved by turning some students into observers. In a group of three or four, one of the students is an observer, they have to rotate, so that every student in a group is an observer for a while. The observer is making notes while the others are speaking. After that she shows the others the notes and they discuss the mistakes together (Edge, 1989).

My view on this is that it is quite a difficult job for the observer and also for students of lower levels of English but according to Edge, it needs practice and in some time students will get used to it. In addition, it increases accuracy, responsibility etc.

It is not convenient to use observer very often, because students might focus only on their partner's mistakes rather than the content of the conversation.(Edge, 1989).

This technique doubles the chance for noticing the mistakes produced, because if the student-observer does not recognize the mistake, then there is the teacher yet who may hear it.

8. Indicating mistakes by the teacher

There are many ways how the teacher can show that students made a mistake. Harmer presents a list of basic methods which can be easily used in lessons. To begin with, teachers can apply **repeating** which means that the teacher asks a student to repeat the incorrect form. He should indicate, with an intonation, that something is not right (Harmer, 1994).

In my experience, it is quite convenient to pretend that you did not understand or hear what the student has said so that he/she thinks that you did not hear the incorrect sentence and he has the opportunity to say that correctly without any embarrassment.

Scrivener advises to repeat the sentence only up to the error which can be easier for students to identify the wrong thing. (Scrivener, 1994)

The next useful technique is called **echoing**. Teacher repeats student's wrong sentence but he must not forget to put a questioning intonation at the end, so that the student can recognize that something is not in order. In accordance with Harmer this method is the best for showing incorrectness (Harmer, 1994).

However, Bartram and Waltan warn that it must not look as if the teacher is making fun of students. Moreover, students may not recognize that the teacher is indicating that there is a mistake and they just repeat their wrong sentence (Bartram and Walton, 1991).

Harmer suggests another technique named **denial**. The teacher directly tells the student that his/her sentence was not correct. Nevertheless, the author does not consider this method the best one as it can discourage students (Harmer, 1994).

My view on this is similar. I find always better just to indicate that there is something wrong than to say it straightly, because students may consider it a failure.

Another technique suggested by Harmer uses **questions** to alert about mistakes. The teacher simply asks: "*Is this correct?*" Consequently, all students start to pay attention and participate in discovering the mistake. Nevertheless, it could have also a disadvantage as the student who said the incorrect sentence might feel ashamed

(Harmer, 1994).

Scrivener deals with another method. From my point of view, a good one is to write the incorrect sentence on the board so that the students not only can hear but they also see the incorrect sentence and it can help them to find the mistakes more easily. He adds to ***draw spaces on the board*** so that the students can see how many words a sentence has (Scrivener, 1994).

Harmer also recommends using ***gestures***. He finds this technique timesaving and amusing so as the other authors; Bartram and Walton devote a great part of mistake correction to gesturing (Bartram and Walton 44):

The teacher can use his hand - open hand , rotating wrist, palm down, or wave of the finger. Or teacher can express a mistake shakig his head, frowning or doubtful expressions. He can also use non-verbal sounds: “Mmmmmmh“ with doubtful intonation, “Errrr...“. Thirdly, we can use simple phrases: “Nearly....“, “Not quite....“, “Good, but....“.

Edge describes ***using fingers*** for indicating a mistake. For instance, teacher needs her students to understand that they forgot to add *-ed* to a verb (Edge 28):

As the teacher says, in...vent..., he holds up three fingers of one hand to show that the word has three syllables in it. He points to the the first finger as she says, in and the second finger as she says, vent. As she points to the third finger, she pauses and looks questioningly at the class, hoping that someone will add the end.

According to my experience, gestures are very helpful in lessons. The best thing is when the teacher grimaces, students understand that something is not in order very quickly. I also use this technique to indicate that something is missing in the sentence. For example, when a student says: *She cook lunch*, I draw “S“ in the air, it often helps

students to realize what they forgot to add.

The last way of correction is to tell the students the correct version of the sentence but this technique should be used when there is no one able to correct it. After that, teacher should invite students to repeat the correct sentence (Edge, 1989).

Bartram and Walton call this technique *reformulation*. In everyday life this occurs the most because people do not shake their head when you make a mistake or they do not write your wrong sentence on the board. They just repeat the sentence after you but with some change, they correct you. And the same attitude is suggested by the authors. They want this type of correction to be natural like in real life. For this purpose, two basic principles must be followed. At first, not only the teacher but also the students should interfere into the learning process, which means to join the activity, to correct. Secondly, students must be interested in what is done because it helps to learn a lot.

There are situations when it is better to correct the sentence, otherwise it could take much time. The teacher can still ask her students why it is so, or invite students to create similar sentence in order to find out if they understand what has been discussed.

In general, teachers should use those techniques of correction which are pleasant for them and which help them in lessons. It always depends on the teacher which method he chooses (Bartram and Walton, 1991).

Personally, I prefer using *gestures*, *echoing* and *reformulation* when necessary. It also depends on how my students feel during a particular type of correction. It also happens in lessons that students correct their colleagues and this is also a good method because they are mostly friends and they are not ashamed or angry when they are corrected by their schoolmates. However, among the adults I feel that some of them do not like it very much, especially, when the correction is done only by one student all the time.

On the whole, teacher should use those techniques which are convenient for her and which do not scare her students.

9. Correctness and the teacher

This is a very sensitive topic and it probably troubles many teachers who are not native speakers. Teachers underestimate their English and feel inferior because their language can hardly ever be as perfect as the English of a native speaker.

According to Edge, such teachers are ashamed of making mistakes although it is quite natural. They are afraid that their students could notice their mistake and could think that they are not qualified enough. Consequently, they always control what they say and if they are not sure they do not say it at all. However, they do not realize that it influences their students a lot. When the students see that only perfectly correct English is acceptable, they try to speak without mistakes, too. And it means that they speak less and the shy students do not even speak at all. But teachers should sometimes concentrate on fluency rather than on accuracy. Edge suggests several cases where fluency should be preferred (Edge 67):

When you are telling a story, or organising an activity, or talking about a film or a football match, or doing anything in English where it actually matters what you are saying, you can best help your students by giving our attention to what you are saying and to fluent communication, not to linguistic detail.

Moreover, nobody knows everything. Bartram and Walton emphasize that students often ask their teachers if a phrase is correct or possible in English and the teachers are not sure, but this is quite normal and teachers do not have to be worried about it. A native speaker does not know everything as well (Bartram and Walton, 1991).

In my opinion, it is the matter of confidence. Students perceive their teacher and his reactions. When they see that he is often unsure and nervous about some English issues they probably start to doubt about him. But when the teacher believes in her knowledge and in herself, even though she sometimes has to confess that she does not know something, they respect her.

PRACTICAL PART

Introduction

In the theoretical part I have analysed several techniques of correction. In my practical part I am going to use some of the techniques in practice.

I have chosen three methods of correction: delayed correction, hot cards and peer correction. The aim is to find out if these ways of correction help students to improve in a particular grammatical issue.

For this purpose, I have decided to use the past simple, because it causes my students quite a lot of problems. Their main problem is forming the questions, negative and positive sentences. They make mistakes especially in questions where they put past simple of the verb instead of infinitive.

The past simple will be practised in three various activities and during each activity one of the methods of correction will be applied. After one week the process will be repeated, in other words, students will practise similar activities again so that I could find out if they make some progress.

I have decided to apply the three methods on three groups of students. They are approximately on the same level which is pre-intermediate. The following pages are devoted to the description of the three groups.

10. Description of groups

Group A

Number of students	3
Level	Pre-intermediate
Type of students	Students of a language school
Age of students	adults
Description	These students are adult learners which has both advantages and disadvantages. The adults do not have problems with discipline, they pay attention all the time and are responsible. However, they are really afraid of making mistakes, therefore it is hard to find out what they do not understand well, because if they are not sure about the correctness of something, they rather not say it at all. Moreover, they expect teacher's help whenever they do not know something, which is a problem in activities practising fluency. But these students are very good for this research because they can co-operate with one another.

Group B

Number of students	10
Level	Pre-intermediate
Type of students	Students of a secondary school
Age of students	Young adults
Description	These students have English as their second foreign language, their first language at school is German, this means that they have only two lessons of English per week. As a result the pace is slower. Moreover, they do not put much stress on learning this language. Another thing is that they often mix both languages together and it takes them more time to understand grammatical issues. These students are less co-operative, they seem to be tired all the time and they are not very interested in making some progress in English so the work in this group is more demanding.

Group C

Number of students	9
Level	Pre-intermediate
Type of students	Students of a secondary school
Age of students	Young adults
Description	This class is very similar to group B, they also have English as their second foreign language and the description would be the same. However, these students are more willing to co-operate with me and with one another. In this group there is a good and friendly atmosphere.

For my research I have chosen these three techniques of correction: *delayed correction*, *peer correction* and *hot cards*. These techniques are described in detail in the theoretical part of the thesis.

11. Scheme of methods

method/grouping	activity
Delayed correction – in pairs	1a, 1b - making and asking yes/no questions in the past simple
Peer correction threes – in groups of three or four	2a, 2b - game – past tense of irregular verbs
Hot cards – whole class	3a, 3b - Activity practising was/were

12. Delayed correction

Activity 1a – Making and asking questions.

Procedure:

1. A brief revision of the past simple is done. Students are reminded not to forget that there is an infinitive in questions and negative sentences.
2. Students are divided into pairs and given a paper with incomplete questions. Students A and B have different questions. One has questions about *yesterday* the other one about *last Saturday*. The questions are in this form: *What / have for breakfast yesterday. / go shopping? etc.* Students have to complete them and ask their partner.
3. Students start the activity and the teacher goes around, listens to them and makes notes.
4. When the activity is over, the teacher writes the incorrect sentences and expressions on the board. We go through the sentences together, students are invited to find mistakes. We correct and explain them. I will mainly focus on the mistakes related to the past simple tense.

RESULTS

Group A

Students seemed to be interested in the activity and they co-operated well. They were not afraid of talking and answering questions. However, they did not avoid using Czech; when they did not know something, they used Czech or they asked me how to say it. This is quite a big problem of this group, these students are adults about 40 years old and they can not stand the fact that they would say something they are not sure about.

Concerning mistakes, several ones occurred. They were written and explained afterwards.

List of mistakes:

Yes, I went. (Yes, I did), *I watch TV.* (I watched TV), *No, I did.* (No, I didn't), *I get up.* (I got up).

Group B

In this group the process went well although some mistakes occurred as well.

List of mistakes:

Where did you be at 6 o'clock? (Where were you at 6 o'clock?), *What did you in the evening?* (What did you do in the evening?), *I watch TV* (I watched TV).

Group C

In this group I noticed that the most frequent mistake was in the past simple of verbs, they were instantly forgetting about using the past simple of verbs in positive sentences. Moreover, one student in this group is very weak and she was not able to create a simple sentence in most cases, so she was always asking her partner for help.

List of mistakes:

What did you in the evening? (What did you do in the evening?), *I go shopping* (I went shopping), *No, I did.* (No, I didn't), *I have breakfast* (I had breakfast.) *I goed to bed* (I went to bed), *I go* (I went).

Activity 1b - Making questions and answers

The activity one was repeated but students received different questions. They were told to ask and answer questions about *this morning and the time when they were ten years old*. The procedure remained the same.

RESULTS

Group A

As the students were already familiar with the activity, it did not make them any problems to create the questions, no mistakes occurred. However, they were still making mistakes in answers.

List of mistakes:

I waked up at 5.30. (I woke up at 5.30), *I leaved home.* (I left home), *I haved birthday.* (I had, It was my birthday).

Most of the mistakes refer to regular or irregular verbs, it can be seen from this list that they do not know the irregular verbs properly because if they did, they would

not have any difficulty to distinguish which verb is regular and which one irregular. On the other hand, there can be seen a progress because they realized at least that the past simple is needed.

Group B

Similarly to group A, they formed questions in the past simple very well. Mistakes occurred again in answers.

List of mistakes:

I left in Prague. (I lived in Prague), *I get up.* (I got up), *I riding a bike.* (I rode a bike), *I watch a film* (I watched a film).

There is a mix of tenses which means that this groups did not automatically use the past simple, they just said whatever struck them. As a result they still need more practice as well as the self-study.

Group C

All the students, even the weak ones, were good at creating questions in the past simple. Most of the mistakes referred to the irregular verbs.

List of mistakes:

I breakfast... (I had breakfast), *I waked up at...* (I woke up at), *I in the morning don't eat.* (I did not eat in the morning), *I get up late.* (I got up late).

To sum up, I find this type of correction very useful because it seems to me that it helped the students to learn the question in the past simple because in the second part, no such mistakes occurred. Moreover, in a short discussion about this way of correction the students said that it had helped them and I think that the good atmosphere in the class was not disrupted by my observation.

13. Peer correction

Activity 2a – past tense of irregular verbs

This activity is for practising the past simple forms of irregular verbs. I decided to revise all the irregular verbs with students before we started the activity.

Procedure:

1. Students are divided into small groups of three or four and they sit together.
2. Each group is given a handout with irregular verbs in present simple which are numbered 1-16 sixteen. They also receive cards with numbers 1-16. Students shuffle the numbers and put them face down on the table.
3. In turns students pick one number and look at the appropriate verb in the paper. They must make up a sentence comprising the verb in the past simple. (For example when the verb *go* was picked, they make a sentence like this one: *I went shopping yesterday*).
4. The rest of the group have to decide if the sentence is correct or wrong. If they think it is correct, the student's name is written next to the verb. If not, students try to correct the sentence, but the number is returned back.
5. When all the verbs have a name next to them, the game is over. The person who appears the most is the winner.
6. My role during this activity is to observe and help when necessary.

RESULTS

Group A:

As there are only three students, they worked as one group. Before the activity we revised all the sixteen verbs and their regular forms, which students found very useful. The activity itself went very well, although some mistakes occurred, students tried to make up nice sentences. They seemed to like the activity and they said that it had helped them to remember the irregular forms.

List of mistakes:

I leaved home... (I left home...), *I begun work at 6 o'clock yesterday.* (I began...), *I find my keys yesterday.* (I found my keys yesterday), *I felt very good.* (I felt very well...), *I fall in love every March.* (I fell in love in March.)

Group B

It took some time before I explained them what to do, the students worked in groups of three. I tried to divide the students according to their knowledge so that in

every group there was one strong student and two weaker because the weaker ones are not much able to decide if what has been said is correct. However, the activity in this class did not go as well as I expected. Students tried to make as simple sentences as possible and it took them so much time before they said a sentence. I think that this was because they do not trust themselves and that they are afraid of saying something they are not sure about. The following mistakes are from the stronger students.

List of mistakes:

I flown never. (I never flew / I have never flown), *I find key.* (I found a key.)

Group C

Students in this groups were also divided into threes and there was one single pair. I was quite surprised that everything went very well in comparison with group B. I divided the students into groups where the stronger ones and weaker ones worked together as in group B. However, in this group it worked as I wanted to. The stronger students helped the weaker ones and the weaker students tried a lot because they probably did not want to look silly. Moreover, the students seemed to enjoy the activity.

List of mistakes:

I begun...(I began...), *I forgotten my shoes.* (I forgot my shoes).

To sum up, two groups of three worked very well and I was satisfied with their co-operation among themselves. I do not know why in group B this activity was not successful, but students could be tired or it was because of the weather, which was hot that day.

Activity 2b – past tense of irregular verbs

In the second part of the activity the same procedure was done but with different irregular verbs. In each group we practised the irregular forms of verbs at the beginning again.

RESULTS

Group A

Several mistakes occurred again, however, they were not mostly connected with the irregular verbs. On the whole, the activity was successful and students liked it.

Group B

The students were very silent and looked tired, but they were working. I find this activity difficult for them as they had problems with making the sentences. Moreover, as the observers they were not able to recognize what is wrong, and even the best students in this class were not able to do it.

List of mistakes:

I thought on my friends. (I thought about my friends), *I standed yesterday station.* (I stood at the station yesterday.), *I send a message my brother.* (I sent a message to my brother.)

Group C

Students were divided into threes or pairs. I tried to make different pairs than in activity 2a. Students were sometimes forgetting to use the past form of the irregular verbs, but in general they were doing quite well.

List of mistakes:

I yesterday send an SMS. (Yesterday I sent an SMS.), *I thinked on football.* (I thought about football), *My friend sing in Superstar.* (My friend sang in Superstar).

When I asked my students if they liked this correction where they had to decide if their partner's sentence is correct, the weaker ones said 'no', because they did not know whether the colleagues' sentence is correct or not and they said it was correct instead. But I think that it partly helped them to remember and fix the irregular verbs and I noticed that some students were discussing if a sentence is right or not which I consider the important goal of this type of correction, because this could definitely helped them to remember more.

14. Hot cards

Activity 3a – practising was/were - survey

In this activity students make true or untrue sentences about their past using was/were by filling in a survey. The survey contains ten questions which were split up into two parts because firstly this activity takes quite a lot of time and secondly I will use the other half in the second part of this process.

Procedure:

1. At first the teacher fills in the survey herself before the class starts. She writes two untrue answers and three true ones.
2. Every student is given one worksheet. The teacher goes through the questions together with the students and reads her own answers. Then she explains them that two of her answers are not true. The teacher invites them to guess which sentences are lies.
3. The teacher tells the students to write the answers for the questions, but two of them must be lies. They are given a time limit (about 10 minutes)
4. Students read their answers aloud and the others will guess which two answers are not true.
5. The teacher's job is to listen to the students' answers and make notes about mistakes into the prepared hotcard forms. For every student the teacher has to have one card. The incorrect expressions in the sentences are underlined, so the students can focus only on the correction of the wrong part of their work.
6. Students are given their hot cards and they try to correct them.
7. The teacher goes around the class to see if they have done the right correction.

RESULTS

Group A

Students were very excited about writing some lies about themselves. They worked dutifully. It was nice because some of the students' lies were quite funny. Only

a few mistakes were made but they did not concern the past simple.

List of mistakes:

I born in twenty-four in April. (I was born on the twenty-fourth of April), *I was Prague.* (I was in Prague).

Group B

In this class the activity went also quite well, however, the students were not so enthusiastic to guess what is not true about their schoolmates. Moreover, I found it hard to maintain their attention during the activity. After we finished I distributed them the cards and they corrected their mistakes in pairs. Then I went around to see if they corrected them well.

List of mistakes:

My best holiday is... (My best holiday was...), *I was in Brno.* (I was born in Brno), *I was best holiday in...* (My best holiday was in...), *My best holiday in Italy.* (My best holiday was in Italy).

Group C

In this class it was much better than in the previous one. Students were more interested in their schoolmates lies. In addition, fewer mistakes occurred there and they were mostly connected with spelling than with grammar.

List of mistakes:

Mein first boyfriend eity. (My first boyfriend was eighteen), *My favourite sang is...* (My favourite singer was...), *My first boyfriend is old fourteen.* (My first boyfriend was fourteen years old).

Activity 3b – survey – practising was/were

In one week the activity was repeated, students answered different questions. The principle remained the same; they had to think out two untrue sentences. Students were given the cards with their mistakes again but the mistakes were quite rare in

groups A and B so only a few students had to correct some mistakes.

RESULTS

Group A

In this class the students were again really enjoying the activity. There were neither problems with the content of their answers nor the grammar.

Group B

In this group students seem to be tired all the time which influences the atmosphere and pace of the lesson. I always try to motivate them, however, it does not always work. The positive thing is that the students' answers were nearly all right.

One of the mistakes that I noticed: *My first driving lesson was one year.* (My first driving lesson was one year ago)

Group C

Students worked quite well and willingly. I was especially glad that also the weak students answered all questions, although there were lots of mistakes which often referred to the structure of sentences.

List of mistakes:

I was saw first film Snehurka. (The first film I saw), *I was driving lesson last year.* (My first driving lesson was last year), *My last weekend at home.* (I was at home last weekend), *My was first pet's name Ron.* (My first pet's name was Ron), *First name my parrot Bert.* (My first parrot's name was Bert), *I was sleep.* (I slept).

When I compared both parts of this activity I have discovered an improvement which indicates that the correction was probably effective. (I use the word probably because there are also other elements which influence the learning process).

There can be seen that the students' confidence in using *was/were* increased, because nearly no mistakes in it did not appear in the second part. Students appreciated that I noticed their mistakes, which they corrected afterwards.

15. Conclusion of the practical part

It is hard to decide to what extent the correction helped my students to learn and improve the past simple tense and if it was caused by the usage of the techniques of correction. However, I consider the used techniques successful, because there can be seen an improvement between the activity done for the first time and the same activity done for the second time. The students seemed to be more sure about what they were saying in the second part of the activity and it took them less time to create a sentence. I have to mention that this was partly caused by the fact that the principle of the activities remained the same in the second try so the students already knew what to do. They were familiar with the principle of the grammatical pattern used in a particular activity.

Nevertheless, the correction participated in it as well. From a small discussion made after all the activities it arose that students think that the correction helps them. They appreciated that they could see what mistakes they had done and they claimed that it helped them to remember them.

I noticed that the atmosphere in the class not only influences the course of the activity but also the process of correction itself; in the least willing group B, the correction went much worse than in groups A and C where the students were enthusiastic.

Considering all the three tested types of correction, two of them seemed to work really well. I was not much satisfied with the peer correction. The question is if it was caused by the type of correction or by the choice of the activity. However, it was difficult for the students to correct their colleagues.

To conclude, the success of the correction depends on several factors. At first, it is the willingness to co-operate and to improve and learn new things. Secondly, the atmosphere is also very influential because in a friendly atmosphere everything seems to be easier, either the student's duties or the teacher's job. Thirdly, the students must be concentrated on what is going on in the class. The teacher's job here is to hold students' interests which is sometimes very difficult.

16. Advantages and disadvantages of the used methods of correction:

Delayed correction

ADVANTAGES

- Students are not interrupted by the teacher during the activity.
- Students do not feel ashamed because the mistakes are written on the board and nobody knows whose mistakes they are.

DISADVANTAGES

- Very demanding for the teacher because she has to be 100% concentrated.
- It is impossible to notice all the students' mistakes.
- Students are nervous when the teacher is listening to them during the activity.

Peer correction

ADVANTAGES

- Students feel more relaxed when they are not corrected by the teacher.
- Students dare to say things they are not sure about.

DISADVANTAGES

- Weaker students are not able to recognize their schoolmates' mistakes or they are afraid to do so.

Hot cards

ADVANTAGES

- Students are not disturbed during the activity.
- They can see what mistakes they have made and nobody else knows it.
- Suitable for weak students because they do not feel embarrassed.

DISADVANTAGES

- It is hard to apply this activity when students work in pairs.
- Suitable for more advanced students than for the pre-intermediate.

Conclusion

In my bachelor thesis I was dealing with the matter of correcting mistakes in English lessons.

In the theoretical part different methods how such a correction can be done were introduced as well as their usage, advantages and disadvantages. I knew some of the techniques before, however, this research has illuminated me some other useful methods which I will definitely use in my lessons.

Moreover, I have found out a great point dealing with usefulness of mistakes. I must confess that my attitude to mistake was rather negative, I thought that students must not make mistakes at all and that the teacher's job is to correct every single mistake but according to all the books I have studied for the bachelor thesis, the teachers has to see mistakes mostly positively. Since then, my attitude has changed and I try not to correct everything. It is a new thing also for my students, some of them I have been already teaching for three years.

When practising this new way of teaching I have realized how much they are used to my correction and that it will take some time before they get used to the thing that they do not have to be correct and that mistakes are permitted.

The practical part is focused on the usage of some of the methods in real classes. I have chosen delayed correction, peer correction and hot cards for my thesis which were applied in three classes. The research has shown that the correction is helpful, however, there are also other factors which influence the students' output.

To conclude, I am satisfied with the topic I have chosen for my bachelor thesis because it helped me to orientate in the questions of correction which I find a significant part of knowledge of every teacher.

Resumé

Tato bakalářská práce se týká opravování chyb studentů při výuce angličtiny a to zejména při mluvení.

V teoretické části se zabývám rozřazením chyb do různých kategorií tak, jak je vnímají odborníci z odvětví metodologie. Dále se věnuji otázce, zda opravovat či nikoliv, v jakých situacích je oprava žádoucí a v jakých nevhodná či zbytečná. Tento bod se týká zejména rozdělení hodiny podporující buď plynulost anebo přesnost vyjadřování studentů.

Největší část je věnována různým metodám opravování, které může být prováděno nejen učitelem ale i spolužákem nebo žákem samotným.

V praktické části jsem se snažila vyzkoušet některé metody opravování chyb v praxi a zjistit, jestli žákům pomáhají se zlepšovat. K tomuto účelu jsem vybrala tři třídy, které jsou přibližně na stejné jazykové úrovni.

Hlavním účelem této práce, je sumarizovat techniky opravování, ale také umožnit pozitivní náhled chyby, protože ty jsou právě mnohdy důkazem toho, že u studentů probíhá proces učení.

Resume

This bachelor thesis is focused on correcting mistakes in speaking.

At the beginning of the theoretical part I deal with division of mistakes into several categories. Next I study the question if to correct or not and in which situations the correction is needed. The biggest emphasis of the theoretical part is devoted to correction techniques.

In the practical part I try the techniques of correction in lessons to find out if they help students to improve their English.

The main aim of the thesis is to summarise techniques of mistake correction and to enable a positive view on mistakes, because they are often evidence of the learning process.

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Appendix

Appendix 1

Activity 1a, 1b – making and asking yes/no questions in past simple.

Appendix 2

Activity 2a, 2b – game – past tense of irregular verbs

Appendix 3

Activity 3a, 3b – activity practising was/were through a survey
Hot card method – practical example

Appendix 1

Activity 1a, 1b – making and asking yes/no questions in past simple.

New English File Teacher's Book Elementary
Photocopiable © Oxford University Press 2004

This morning

What time / wake up?

What time / get up?

/ have breakfast?

What / have?

What time / leave the house?

How / get to work or school?

When you were 10 years old

Where / live?

What school / go to?

/ like school?

Which teachers / like?

What / do after school?

What TV programmes / you watch?

Yesterday

What / have for breakfast?

Where / have lunch?

Who / have lunch with?

Where / be / 6.30 p.m.?

What / do / evening?

/ go to bed late?

What time / go to bed?

Last Saturday

/ go shopping?

What / buy?

/ go out in the evening?

Where / go?

What / have to eat and drink?

/ have a good time?

What time / go to bed?

Appendix 2

Activity 2a – game – past tense of irregular verbs

15 Make a sentence – score a point!

Verb sheet 2

1 lose	2 make	3 meet	4 pay
5 sell	6 send	7 shoot	8 sing
9 speak	10 spend	11 stand	12 swim
13 teach	14 think	15 win	16 write

Appendix 2

Activity 2b – game – past tense of irregular verbs

15 Make a sentence – score a point!

Verb sheet 1

1 begin	2 break	3 buy	4 drink
5 drive	6 eat	7 fall	8 feel
9 find	10 fly	11 forget	12 give
13 go	14 know	15 learn	16 leave

Appendix 2

Activity 2a, 2b – game – past tense of irregular verbs, number cards

15 Make a sentence – score a point! Number cards

1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16

Appendix 3

Activity 3a, 3b – activity practising was/were through a survey

Liar, liar!

Survey

Answer the questions. Write true answers for five questions and false answers for five questions. Do not mark T or F yet!



1 How old was your first boyfriend or girlfriend?

_____ T F

2 Where were you born?

_____ T F



3 When were you born?

_____ T F

4 Where was your best holiday?

_____ T F

5 Who was your favourite singer when you were young?

_____ T F



6 What was the first film you ever saw?

_____ T F

7 When was your first driving lesson?

_____ T F

8 Where were you for the millennium?

_____ T F



9 Where were you last weekend?

_____ T F

10 What was your first pet's name?

_____ T F

My name _____

My points _____

Appendix 3

Hot card method – practical example

HOT CARDS – FORM

Name: *Lenka Havelková*

Mistakes: *My best holiday ^{was} is in ...*

HOT CARDS – FORM

Name: *Lenka Ríkelová*

Mistakes: *^{BORN}
I was in Born*

I was best holiday in Italy MY BEST HOLIDAY WAS
... favourite singer is ... IN ITALY

HOT CARDS – FORM

Name: *Jana Králová*

Mistakes: *I was best holiday in Czech Republic
My best holiday ^{was} is in Czech Republic*

HOT CARDS – FORM

Name: *Klára Králová*

Mistakes: *My best holiday was in Ma-land*