

VZ 2122/17

**Závěrečná zpráva projektu specifického výzkumu na rok 2017
(dvouletý projekt z let 2016-2017)
- zakázka č. 2122**

Název projektu: *Korelace schopnosti užívat cizí jazyk a schopnosti identifikace a korekce chyb v cizím jazyce*

Specifikace řešitelského týmu

Odpovědný řešitel: doc. PhDr. Jana Ondráková, Ph.D.

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Celková částka přidělené dotace: rok 2016+2017 (96 431,- + 79 797,- Kč, viz RD č. RD 32/2016 a č.13/2017- posílení projektů)

Stručný popis postupu při řešení projektu (max. 2 strany)

Rok 2016 - Řešení prvního roku bylo zpracováno v průběžné zprávě pro rok 2016

Rok 2017

1. Získávání poznatků z odborné literatury – rešerše odborné literatury – všichni členové řešitelského týmu, skenování odborné literatury
2. Opakované zadání prvního testu kvantitativního výzkumu pro studenty morfologie na počátku studia předmětu (2. semestr, LS 2017), jeho oprava a vyhodnocení (Ondráková, Tesař) statistické zpracování formou služby
3. Opakované zadání druhého testu kvantitativního výzkumu pro studenty morfologie na konci studia předmětu (4. semestr, LS 2017), jeho oprava a vyhodnocení (Ondráková, Tesař), statistické zpracování formou služby
4. Individuální pohovory se studenty učitelství německého jazyka nad jejich testy a zjišťování příčin vzniku chyb – zkouškové období ZS 2017.
5. Sestavení, distribuce a vyhodnocení dotazníku „Chyby v cizojazyčném ústním projevu z pohledu studentů“, statistické zpracování výsledků - všichni členové týmu. Celkem 154 respondentů.
6. Prezentace projektu a jeho výsledků v odborném tisku s vazbou na RIV a na mezinárodních konferencích: ICEEPSY 2017 Porto (2 příspěvky – předpokládaný zápis na WoS), Celostátní konference ČAPV Hradec Králové,

Splnění kontrolovatelných výsledků řešení

V roce 2017 byly realizovány tyto publikační výstupy:

[1]Ondráková, J. Error Correction and the Ability to Use a Foreign Language without Mistakes. *The European Proceedings of Social and Behavioural Sciences EpSBS*. London : Future Academy, 2017. 8s. ISSN: 2357-1330. Kód RIV: AM - Pedagogika a školství.

granty: 0

Spec. výzkum: S.

Forma: D_ČLÁNEK VE SBORNÍKU
(ID: 43873141) (RIV ID: 50013532)

[2]Ondráková, J., Tesař, L., Pavlásková, A. Errors trough the Eyes of Students Majoring in Teaching of Foreign Languages. *The European Proceedings of Social and Behavioural Sciences EpSBS*. London : Future Academy, 2017. 10s. ISSN: 2357-1330. Kód RIV: AM - Pedagogika a školství.

granty: 0

Spec. výzkum: S.

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(ID: 43873142) (RIV ID: 50013533)

[3]Ondráková, J. Zur Rolle der Fehler im Beruf eines Fremdsprachenlehrers. *Sprachen verbinden. Beiträge der 24. Linguistik- und Literaturtage*. Hamburk : Dr. Kovač, 2017. 8s. ISBN: 978-3-8300-9698-6. Kód RIV: AI - Jazykověda.

granty: 0

Spec. výzkum: S.

Forma: D_ČLÁNEK VE SBORNÍKU
(ID: 43873145) (RIV ID: 50013536)

V současné době je v oponentním řízení článek „Chyby a studenti učitelství cizích jazyků“ v redakci časopisu Cizí jazyky (časopis je na Seznamu recenzovaných neimpaktovaných periodik vydávaných v ČR) .

Přehled realizovaných výdajů pro rok 2017

a) osobní náklady	
odměna řešitelce projektu včetně odvodů na zdravotní, sociální a úrazové pojištění	4 000,-
b) stipendia	
Alena Pavlásková, ID: P14P1020, 2780008183/0800	5 000,-
Luboš Tesař, ID: P14P0093, 182291100/0300	5 000,-
c) materiálové náklady	
kancelářské potřeby, papír, euroobaly apod.	2 987,63
d) další provozní náklady nebo výdaje a jejich stručné zdůvodnění	
e) náklady nebo výdaje na služby a jejich stručné zdůvodnění	
tisk posterů	640,-
překlad odb. textu	4 000,-
překlad příspěvku č. 1.	4 000,-
překlad příspěvku č. 2	6 000,-
statistické zpracování dat	4 200,-
konferenční poplatky	19 400,36

f)	doplňkové (režijní) náklady – kurzové ztráty	693.65
	kurzové zisky	-132,-
g)	cestovné a jeho stručné zdůvodnění (stravné, ubytování, jízdné, cestovní pojištění).	
	cestovné Praha – Porto a zpět (letenka, diety)	13 841,-
	ubytování Porto	9 650,82
	zákonné cestovní pojištění	264,-

Provozní dotace 79 797,- Kč
Hospodářský výsledek - 5,37 Kč

Souhrn všech realizovaných výstupů projektu v letech 2016-2017

Výstupy pro rok 2016:

Mezinárodní vědecká konference GESUS, Brno - 22.-24.6.2016, referát „Zur Rolle der Fehler im Beruf eines Fremdsprachenlehrers“, příspěvek v odborné zahraniční publikaci (vyd. Kovac, Hamburk) s vazbou na RIV

Mezinárodní vědecká konference ICEEPSY, Rhodos – 10. – 14. 10. 2016, prezentace posteru,
Ondráková, J. Errors as a Part of Teaching of Foreign Languages. *The European Proceedings of Social & Behavioural Sciences EpSBS*. Rhodes-Greek : Future Academy, 2016. 10s. ISSN: 2357-1330. Kód UT ISI: 000390872300081. Kód RIV: AI - Jazykověda.

granty: 0

Spec. výzkum: S.

Forma: D_ČLÁNEK VE SBORNÍKU

(ID: 43872167) (RIV ID: 50005175)

Výstupy pro rok 2017:

Ondráková, J. Error Correction and the Ability to Use a Foreign Language without Mistakes. *The European Proceedings of Social and Behavioural Sciences EpSBS*. London : Future Academy, 2017. 8s. ISSN: 2357-1330. Kód RIV: AM - Pedagogika a školství.

granty: 0

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Forma: D_ČLÁNEK VE SBORNÍKU

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Ondráková, J., Tesař, L., Pavlásková, A. Errors through the Eyes of Students Majoring in Teaching of Foreign Languages. *The European Proceedings of Social and Behavioural Sciences EpSBS*. London : Future Academy, 2017. 10s. ISSN: 2357-1330. Kód RIV: AM - Pedagogika a školství.

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granty: 0

Spec. výzkum: S.

Forma: D_ČLÁNEK VE SBORNÍKU

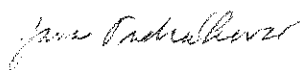
(ID: 43873145) (RIV ID: 50013536)

Povinné přílohy:

- a) kopie publikačních výstupů pro rok 2017
- b) výpis (export) z OBD – výsledky publikační činnosti podpořené projektem, pro roky 2016-2017
- c) vyúčtování dotace - „Výsledovka po účtech s pohyby“ z ekonomického informačního systému Magion pro rok 2017

Datum:
3. 1. 2018

Podpis odpovědného řešitele



Seznam literatury podle šablony ID záznamu 2016-2017

Ondráková, J. The Issue of Errors in Teaching Foreign Languages. *Procedia - Social and Behavioral Sciences*, Volume 217, 5 February 2016. Amsterdam : Elsevier, 2016. 8s. ISSN: 1877-0428. Kód UT ISI: 000387478700013. Kód RIV: AM - Pedagogika a školství.

granty: 0

Spec. výzkum: S.

Forma: D_ČLÁNEK VE SBORNÍKU

(ID: 43871232) (RIV ID: 50004276)

Ondráková, J. Errors as a Part of Teaching of Foreign Languages. *The European Proceedings of Social & Behavioural Sciences EpSBS*. Rhodes-Greek : Future Academy, 2016. 10s. ISSN: 2357-1330. Kód UT ISI: 000390872300081. Kód RIV: AI - Jazykověda.

granty: 0

Spec. výzkum: S.

Forma: D_ČLÁNEK VE SBORNÍKU

(ID: 43872167) (RIV ID: 50005175)

Ondráková, J. Error Correction and the Ability to Use a Foreign Language without Mistakes. *The European Proceedings of Social and Behavioural Sciences EpSBS*. London : Future Academy, 2017. 8s. ISSN: 2357-1330. Kód RIV: AM - Pedagogika a školství.

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(ID: 43873145) (RIV ID: 50013536)

References

Jana Ondráková, Luboš Tesař, Alena Pavlášková
Errors through the Eyes of Students Majoring
in Teaching of Foreign Languages
University of Hradec Králové, Czech Republic

The purpose of our project was to assess the errors made by students majoring in the teaching of foreign languages. The project was carried out in 2017. The results of the project are presented in this paper. The project was carried out in 2017. The results of the project are presented in this paper.

Methods

The quantitative method was applied for processing of the questionnaires. The questionnaire which was distributed included 11 multiple-choice questions and other 5 open questions. The respondents also expressed their opinions on five statements made by Grutzmann and Kiffe, and they were asked to add their further potential comments on the issue of working with errors.

The original and quite inspiring research was done by Grutzmann and Kiffe already 24 years ago. It was quite challenging for us to compare its results with the results of our new project carried out in 2017.

Statement (in bold) and reactions to it	Grutzmann & Kiffe (1993)	Ondráková, Tesař, Pavlášková (2017)
"If a teacher makes errors which I myself can recognize, I consider this situation as embarrassing because teachers should master the language better than their learners."		
a) I do not agree – teachers are justified to make errors because they are human beings who just cannot know completely everything.	16.5 %	53.90 %
b) I agree – teachers should have an exemplary knowledge of the language.	55.4 %	28.57 %
c) I am not sure about that.	48.1 %	17.53 %
"Teachers are usually not native speakers of the taught language; their errors are thus acceptable."		
a) I agree – also teachers are continuously learning the language.	29.3 %	65.58 %
b) I am not sure about that.	48.9 %	25.97 %
c) I do not agree – I am not willing to accept teachers' errors.	21.8 %	8.44 %
"Sometimes I am made amused by especially stupid mistakes made by teachers."		
a) I agree.	34.6 %	42.86 %
b) I am not sure about that.	?	31.17 %
c) I do not agree.	?	25.97 %
"Mistakes made by teachers should be corrected by their students."		
a) I agree – under the condition that students are not persecuted due to that.	69.9 %	66.23 %
b) I am not sure about that.	22.6 %	23.38 %
c) I do not agree.	7.5 %	10.39 %

Conclusion

From the above given comparisons of the two projects it is clear that the present generation of students is more tolerant to their teachers than the generation of the students involved in the research in 1993. Current students respect the right of teachers to make errors because even teachers continuously learn foreign languages. Concerning the statement connected with especially stupid mistakes made by teachers, the research realized in 1993 presented the resulting percentage only in case of the "I agree." response. The percentage of the other two responses was not presented by Grutzmann and Kiffe. It is interesting that in case of the last statement ("Mistakes made by teachers should be corrected by their students."), the responses are more or less equivalent. Nearly the same percentage appeared both in 1993 and 2017 in case of the "I agree." and "I am not sure." answers. In 2017 fewer students agreed with the statement "Students should correct their teachers' mistakes." than in 1993.

References

Grutzmann, G. & Kiffe, J. (1993). Mistakes made by teachers and their correction. *Journal of Foreign Languages*, 1(1), 1-10.

8th ICEEPSY 2017
**The International Conference on Education and Educational
Psychology**

**ERROR CORECTION AND THE ABILITY TO USE THE
FOREIGN LANGUAGE WITHOUT MISTAKES**

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Abstract

Similarly to other cases in which the human factor is decisive, wrong performances appear also in the sphere of correctors' work. It means that teachers often make errors when correcting their students' written texts. The hypothesis supposing that teachers with an excellent active knowledge of the language will be the best at correcting tests wasn't confirmed during our research.

The article discusses the correlation of the ability to find and to correct the error, and the ability to create foreign-language texts without errors. Will the teachers with an excellent active knowledge of the language be the best at correcting tests?

The research examples taken from literature and our own practice prove that foreign language proficiency does not in itself guarantee the ideal situation in which a person can find, correct and explain mistakes and errors in the text created by another person. Professional training in this sphere is essential for foreign language teachers.

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Keywords: "Foreign language teaching", "foreign language learning", "correction of errors", "correctors"



1. Introduction

Correction of errors is one of the most important tasks which has been imposed on teachers of foreign languages for centuries. Teachers spend a substantial time period of their professional career and also of their private life on correcting activities. The procedure of error corrections is considered by teachers as a kind of unpopular, time demanding and burdensome work. However, teachers have to cope with this activity since it is needed and unavoidable, and it cannot be excluded from the teaching process. (Ivo, 1982: 39).

1.1. Detection of errors

An error is most frequently defined as a deviation from a linguistic norm. There is no absolute and official scale of the classification of errors. All the existing scales are relative and depending on specific pedagogical, psychological and teaching conditions. Specific decisions on both the choice of mistakes which are to be corrected and the ways of corrections are made by teachers. A mistake is anything which the teacher considers as incorrect, and correction of mistakes is a subjective issue influenced by numerous internal and external factors, as for example the momentary disposition of the teacher, his/her experience and professional knowledge, time pressure and peer pressure, and, in case of written texts, also the form and readability of the text which is to be corrected.

2. Problem Statement

Error corrections which are made by teachers are usually and generally considered by learners as correct and even perfect, despite the following varied cases appearing in reality: an error is found and correctly corrected; an error is found but it is not corrected or it is wrongly corrected; an error is not found (it is considered as a correct form); a correct form is identified as an error and it is replaced with another correct form; a correct form is identified as an error and it is replaced with an incorrect form.

2.1. Correction of errors

The issue of objectivity and reliability of corrections made by correctors has been researched by e.g. Kuehn, Eckes (2003), Birkel & Birkel (2002), Korcakova (2002, 2003), Ondrakova (2008, 2015, 2016), Ondrakova and Siruckova (2015) and others. The results of the mentioned authors' research were summarised by Ondrakova (2016)¹. It is obvious that the skill of error corrections has to be trained and practically rehearsed during pre-gradual studies already. If the skill of error corrections is not acquired and practised during the pre-gradual studies of teaching, then the graduates are not well-prepared for their teaching career.

2.2. Projects on error corrections

During her study stay at the University in Jena, the author of this paper got an access to a photocopy of the text whose author she has not managed to reveal. However, she considers the text to be important and worth presenting. Kuehn (?) described in it the process and results of an interesting experiment which was carried out at the end of the eighties in Leipzig. 276 international teachers of German (from 25 countries) were involved into the experiment. Their task was to correct a text consisting of 158 lexical units

¹ Errors as a Part of Teaching of Foreign Languages. In: *The European Proceedings of Social & Behavioural Sciences EpSBS*, Rhodes-Greek: Future Academy, 2016, s. 788 - 797)

and containing 20 cases of deviations from the codified norm (9 lexical errors, 6 grammar errors, 3 punctuation errors and 2 spelling errors). Each correct and complete correction was scored with 2 points; most varied varieties of the corrections were accepted. 2 points were subtracted for each incorrect correction. 1 point was subtracted if a correct form was replaced by another correct (but unexpected) form.

It is quite interesting to mention that none of the participants in the experiment reached the full score of 40 points, which means that nobody managed to identify all the errors in the text. Only one person found and corrected 19 errors, however, that person reached the score of only 37 points because s/he did not identify one mistake and replaced one correct form with another correct form. Only 9 persons (4.1 %) reached the score of 30 or more points, 77 persons (35.8 %) reached the score lower than 10 points. 14 persons (out of the 77 ones mentioned) reached even a minus score, which means that their incorrect and / or excessive corrections were so numerous that they outnumbered all the correct ones. (Ondrakova, 2016)

3. Research Questions

- Is there a correlation of the ability to use a foreign language and the ability to correct mistakes?
- Will the teachers with an excellent active knowledge of the language be the best at correcting tests?

The author of this paper became inspired by the above mentioned research, and in 2016 she started a long-term project. The purpose of this project is to analyse performances given by students majoring in teaching German. The analysis covers all the period of their pre-gradual studies at the Department of German Language and Literature at the Faculty of Education of the University of Hradec Kralove (Czech Republic).

4. Purpose of the Study

Our research findings have revealed and have brought evidence that teachers often make errors when correcting their students' written texts. Is this situation caused also by the fact that teachers (being tolerant to errors and respectful for students' right to make errors) are not systematically educated and trained in error corrections during their undergraduate studies?

From the existing syllabi and curricula it is clear that working with errors is very underestimated at university departments specializing in educating pre-service foreign language teachers. (Ondrakova, 2016)

5. Research Methods

The pilot study was carried out on students of the first year of the follow-up master degree's studies of teaching German. The students were tested in the following way: Part A – a written translation from Czech into German (10 isolated sentences); Part B – correction of a German continuous text of the length of 9 lines. The aim was to find out how many mistakes and which kinds of mistakes the students made in the translations (part A) and how many incorrect forms they were able to find in a text written by somebody else (part B). The correlation was our main interest – we wanted to know whether a perfect performance in the translation part was in correlation with a perfect identification of the mistakes made in a written performance given by another person.

All the respondents involved in the pilot study had successfully finished their bachelor degree's studies. According to the Bologna Declaration, they were thus fully qualified for teaching German at upper-primary school. However, it is important to mention that no methodological and no teaching practice were included in the curricula of their previous bachelor degree's studies.

The pilot study was carried out during the first week of the winter term 2016. Sixteen students were tested, that means all the students enrolled in the first year of the follow-up master degree's studies of teaching German. Only 10 students completed both the parts of the test. The remaining 6 students completed only one part because they were not able to participate in both the parts due to time conflicts in their schedules. (All the students of the Faculty of Education of the University of Hradec Kralove who are enrolled in the specialization of teaching at upper-primary schools have to major in two subjects. The choice of these subjects is not limited, combinations of any two subjects are allowed. This freedom, however, results in problems with creating timetables. If two courses are given at the same time, the 50% participation is obligatory for students. The situation is moreover complicated by the fact that the courses in one subject are sometimes held in the building which is different from that one in which the courses in the other subject are held. Then the students can appear later for a course or leave a course earlier.)

6. Findings

Table 01 gives a survey of the results of the pilot study. The first column indicates (with letters) the persons tested, the second column gives their results reached in Part A. The number of mistakes made by these tested persons in their translations from Czech to German is given in the second column. The other three columns illustrate the results in Part B (corrections of mistakes appearing in an unknown text written in German). Column No. 3 gives the number of the correctly identified and correctly corrected mistakes. The fourth column gives the number of mistakes which were not identified by that particular person, the fifth column gives the number of incorrectly performed corrections. This last column summarizes all the corrections which were not correct: a correct form replaced with an incorrect one, an incorrect form replaced with another incorrect one and a correct form replaced with another correct one.

Table 01. Results of the pilot study into the field of translation and error correction

Tested person	Translation - number of mistakes	Correctly corrected mistakes	Mistakes left as non-corrected	Incorrectly corrected mistakes
A	2	7	12	3
B	3	8	10	4
C	5	7	12	3
D	6	3	17	1
E	8	4	15	6
F	9	4	16	0
G	10	3	16	4
H	12	5	12	5
I	14	5	12	11
J	14	6	14	6

The performances given by the persons tested in Part A of the pilot study are quite varied. The best performer made 2 errors, the worst one made 14 errors. The number of errors which could be made in this part was not limited; it depended on the linguistic knowledge and abilities of each of the tested persons. The respondents made all together 83 mistakes in total, which means that the average was 8.3 mistakes per person. The performances of five persons (F– J) were below the average mentioned (see Table 01).

To give a better illustration of these situations, the last column is presented independently, these three above mentioned possibilities are presented separately.

- Tested person A: 2 correct forms incorrectly corrected, 1 incorrect form incorrectly corrected
- Tested person B: 1 correct form incorrectly corrected, 2 incorrect forms incorrectly corrected, 1 correct form replaced with another correct form
- Tested person C: 2 correct forms incorrectly corrected, 1 incorrect form incorrectly corrected,
- Tested person D: 1 correct form replaced with another correct form
- Tested person E: 1 correct form incorrectly corrected, 1 incorrect form incorrectly corrected, 4 correct forms replaced with other correct forms
- Tested person F: no incorrectly corrected mistakes
- Tested person G: 3 correct forms incorrectly corrected, 1 incorrect form incorrectly corrected,
- Tested person H: 2 correct forms incorrectly corrected, 3 incorrect forms incorrectly corrected,
- Tested person I: 8 correct forms incorrectly corrected, 3 incorrect forms incorrectly corrected,
- Tested person J: 6 correct forms incorrectly corrected

The continuous text presented in Part B of our study included 20 errors, these errors had been artificially created. If all these errors had been revealed and correctly corrected by our respondents, then these 10 persons tested would have correctly identified and correctly corrected 200 errors. However, none of the respondents identified and correctly corrected all the mistakes in the text. The person labelled as J, whose performance in the translation part was one of the weakest, surprisingly identified 6 mistakes, which was the fourth best result in the tested group. Out of the total number of 200 errors (10 tests, there were 20 errors in each), only 52 of them, i.e. 26 % out of the total number, were correctly corrected by our respondents.

To obtain comparable results, we drew inspiration from the research into the sphere of error correction carried out at the University in Leipzig (see above). For the further assessment of our respondents, Kuehn's procedure was applied, and the obtained data were transferred into numeric values: Each correct and complete correction was scored with 2 points; most varied varieties of the corrections were accepted. 2 points were subtracted for each incorrect correction. 1 point was subtracted if a correct form was replaced by another correct (but unexpected) form.

Table 02. Assessment of the mistake corrections according to Kuehn's criteria

Tested person	Correctly corrected mistakes	Mistakes left as non-corrected	Incorrectly corrected mistakes	Total number of points
A	14	-24	-6	-16
B	16	-20	-7	-11
C	14	-24	-6	-16
D	6	-34	-1	-29
E	8	-30	-8	-30
F	8	-32	0	-24
G	6	-32	-8	-34
H	10	-24	-10	-24
I	10	-24	-22	-36
J	12	-28	-12	-28

From the data presented in Table 02 it is obvious that none of the respondents reached a positive score. All the results were in the negative range. Our hypothesis was confirmed: good language knowledge and language abilities do not guarantee a good quality of mistake corrections. Simultaneously it was

confirmed that graduates with a bachelor's degree are still not sufficiently trained and prepared for their teaching career at schools.

In the end, the respondents were ranked according to their results in the individual parts of the test. Their performances were scored (the best performance received 10 points, the worst one received 1 point; in case of equal results, the respondents reached the same placement and the points were equal to the average resulted from those shared places).

The research examples taken from literature and our own practice prove that the correctors' work is really demanding. Similarly to other spheres where a human being plays a decisive role, incorrect performances are given also in the work of correctors. However, the point is that the quality of their work can have more or less fatal impact on and consequences for the tested persons. The successful test results often guarantee e.g. a possibility of studying at university (in the home country or abroad), a possibility to get an attractive job or to get a promotion or a better paid position at work. Therefore, it is essential for tested people to be corrected in the as precise and as objective way as possible. The correcting persons should ideally make no errors in their work at all. They should apply the same criteria and they should be equally demanding when assessing the performances of the tested persons. Correcting of tests is one of the most usual and frequent activities realized by foreign language teachers. Therefore, it is highly important to sufficiently train pre-service teachers in working with errors. Curricula of pre-gradual studies held at universities have to include systematic practice in identification, interpretation, and correction of errors because these activities are expected and demanded from teachers. This kind of practice should not appear merely marginally in the methodological courses. It should be included in all the spheres of courses in foreign language teaching.

Table 03. Scores reached in both the parts of the test and the total results

Tested person	Part A Result	Part A scores	Part B result	Part B scores	A + B scores in total	Total result
A	1	10	2-3	8.5	18.5	2
B	2	9	1	10	19	1
C	3	8	2-3	8.5	16.5	3
D	4	7	7	4	11	5
E	5	6	8	3	9	7
F	6	5	4-5	6.5	11.5	4
G	7	4	9	2	6	9
H	8	3	4-5	6.5	9.5	6
I	9-10	1.5	10	1	2.5	10
J	9-10	1.5	6	5	6.5	8

Table 03 shows that an imperfect identification and correction of mistakes in the part B has a substantial impact on the assessment of the persons tested, and that the performances given in the part A are not balanced with the performances given in the part B.

7. Conclusion

The research into the issue of error corrections within the framework of foreign language teaching is still being carried out at the Department of German Language and Literature of the Faculty of Education

of the University of Hradec Kralove. New data and new findings are being obtained, they are being further analysed. At the time being, the results of the entrance tests (the tests completed by applicants for studying German language in the first year of the bachelor degree's study program with specialization in philology) are being processed. Another sphere of interest is monitoring of the study progress of individual students within the framework of the three-term-long course in German morphology (the students are tested at the beginning of their first term, then these test results are compared with those reached at the end of the course in the given subject, i.e. at the end of the third term). Probable accumulations of the most frequent errors are monitored through factor analysis; the considerations are then made how and when to include the problematic phenomena into the teaching process. The results of the analysis are used also for reconsiderations of the syllabi – the problematic phenomena in which the last year's students make errors most frequently, are then repeatedly included in the earlier courses and are repeatedly and thoroughly practised.

The level of the knowledge of and skills in German language of the students coming to universities has decreased in recent years. This situation is caused also by some incompetent decisions made by educational authorities, including the Ministry of Education (e.g. the decision to teach merely one foreign language at Czech primary schools; this decision is not applicable any more). German language is now in the position of the second foreign language. The first foreign language – English – has an impact on the learners' relation to other languages studied. A team of experts chaired by V. Tauchmanova was established at the Faculty of Education of the University of Hradec Kralove in 2016. The main interest is aimed at potential ways of using the already acquired knowledge of English when studying other foreign languages. This research focuses mainly on pre-service teachers of German and other second foreign languages taught at Czech schools because, as Tauchmanova (2016) says: "Foreign language teachers should be able to anticipate difficulties resulting from the negative impacts, they should be also able to use potentials of positive transfers. Then a more effective teaching – learning process can be expected. "

Another research team focusing on mapping new possibilities in foreign language teaching has been formed at the Faculty of Education of the University of Hradec Kralove. This team is chaired by P. Besedova and focuses on the impact of music on learning of foreign languages. The team consists of experts from numerous departments of the Faculty of Education of the University of Hradec Kralove, and experts from the University Hospital of Hradec Kralove and the Faculty of Medicine of Charles University in Hradec Kralove. Clinical studies and preparation procedures are being carried out at the time being. (Besedova, 2016)

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Psychology**

**ERROR CORECTION AND THE ABILITY TO USE THE
FOREIGN LANGUAGE WITHOUT MISTAKES**

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Abstract

Similarly to other cases in which the human factor is decisive, wrong performances appear also in the sphere of correctors' work. It means that teachers often make errors when correcting their students' written texts. The hypothesis supposing that teachers with an excellent active knowledge of the language will be the best at correcting tests wasn't confirmed during our research.

The article discusses the correlation of the ability to find and to correct the error, and the ability to create foreign-language texts without errors. Will the teachers with an excellent active knowledge of the language be the best at correcting tests?

The research examples taken from literature and our own practice prove that foreign language proficiency does not in itself guarantee the ideal situation in which a person can find, correct and explain mistakes and errors in the text created by another person. Professional training in this sphere is essential for foreign language teachers.

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Keywords: "Foreign language teaching", "foreign language learning", "correction of errors", "correctors"



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1. Introduction

Correction of errors is one of the most important tasks which has been imposed on teachers of foreign languages for centuries. Teachers spend a substantial time period of their professional career and also of their private life on correcting activities. The procedure of error corrections is considered by teachers as a kind of unpopular, time demanding and burdensome work. However, teachers have to cope with this activity since it is needed and unavoidable, and it cannot be excluded from the teaching process. (Ivo, 1982: 39).

1.1. Detection of errors

An error is most frequently defined as a deviation from a linguistic norm. There is no absolute and official scale of the classification of errors. All the existing scales are relative and depending on specific pedagogical, psychological and teaching conditions. Specific decisions on both the choice of mistakes which are to be corrected and the ways of corrections are made by teachers. A mistake is anything which the teacher considers as incorrect, and correction of mistakes is a subjective issue influenced by numerous internal and external factors, as for example the momentary disposition of the teacher, his/her experience and professional knowledge, time pressure and peer pressure, and, in case of written texts, also the form and readability of the text which is to be corrected.

2. Problem Statement

Error corrections which are made by teachers are usually and generally considered by learners as correct and even perfect, despite the following varied cases appearing in reality: an error is found and correctly corrected; an error is found but it is not corrected or it is wrongly corrected; an error is not found (it is considered as a correct form); a correct form is identified as an error and it is replaced with another correct form; a correct form is identified as an error and it is replaced with an incorrect form.

2.1. Correction of errors

The issue of objectivity and reliability of corrections made by correctors has been researched by e.g. Kuehn, Eckes (2003), Birkel & Birkel (2002), Korcakova (2002, 2003), Ondrakova (2008, 2015, 2016), Ondrakova and Siruckova (2015) and others. The results of the mentioned authors' research were summarised by Ondrakova (2016)¹. It is obvious that the skill of error corrections has to be trained and practically rehearsed during pre-gradual studies already. If the skill of error corrections is not acquired and practised during the pre-gradual studies of teaching, then the graduates are not well-prepared for their teaching career.

2.2. Projects on error corrections

During her study stay at the University in Jena, the author of this paper got an access to a photocopy of the text whose author she has not managed to reveal. However, she considers the text to be important and worth presenting. Kuehn (?) described in it the process and results of an interesting experiment which was carried out at the end of the eighties in Leipzig. 276 international teachers of German (from 25 countries) were involved into the experiment. Their task was to correct a text consisting of 158 lexical units

¹ Errors as a Part of Teaching of Foreign Languages. In: *The European Proceedings of Social & Behavioural Sciences EpSBS*, Rhodes-Greek: Future Academy, 2016, s. 788 - 797)

and containing 20 cases of deviations from the codified norm (9 lexical errors, 6 grammar errors, 3 punctuation errors and 2 spelling errors). Each correct and complete correction was scored with 2 points; most varied varieties of the corrections were accepted. 2 points were subtracted for each incorrect correction. 1 point was subtracted if a correct form was replaced by another correct (but unexpected) form.

It is quite interesting to mention that none of the participants in the experiment reached the full score of 40 points, which means that nobody managed to identify all the errors in the text. Only one person found and corrected 19 errors, however, that person reached the score of only 37 points because s/he did not identify one mistake and replaced one correct form with another correct form. Only 9 persons (4.1 %) reached the score of 30 or more points, 77 persons (35.8 %) reached the score lower than 10 points. 14 persons (out of the 77 ones mentioned) reached even a minus score, which means that their incorrect and / or excessive corrections were so numerous that they outnumbered all the correct ones. (Ondrakova, 2016)

3. Research Questions

- Is there a correlation of the ability to use a foreign language and the ability to correct mistakes?
- Will the teachers with an excellent active knowledge of the language be the best at correcting tests?

The author of this paper became inspired by the above mentioned research, and in 2016 she started a long-term project. The purpose of this project is to analyse performances given by students majoring in teaching German. The analysis covers all the period of their pre-gradual studies at the Department of German Language and Literature at the Faculty of Education of the University of Hradec Kralove (Czech Republic).

4. Purpose of the Study

Our research findings have revealed and have brought evidence that teachers often make errors when correcting their students' written texts. Is this situation caused also by the fact that teachers (being tolerant to errors and respectful for students' right to make errors) are not systematically educated and trained in error corrections during their undergraduate studies?

From the existing syllabi and curricula it is clear that working with errors is very underestimated at university departments specializing in educating pre-service foreign language teachers. (Ondrakova, 2016)

5. Research Methods

The pilot study was carried out on students of the first year of the follow-up master degree's studies of teaching German. The students were tested in the following way: Part A – a written translation from Czech into German (10 isolated sentences); Part B – correction of a German continuous text of the length of 9 lines. The aim was to find out how many mistakes and which kinds of mistakes the students made in the translations (part A) and how many incorrect forms they were able to find in a text written by somebody else (part B). The correlation was our main interest – we wanted to know whether a perfect performance in the translation part was in correlation with a perfect identification of the mistakes made in a written performance given by another person.

All the respondents involved in the pilot study had successfully finished their bachelor degree's studies. According to the Bologna Declaration, they were thus fully qualified for teaching German at upper-primary school. However, it is important to mention that no methodological and no teaching practice were included in the curricula of their previous bachelor degree's studies.

The pilot study was carried out during the first week of the winter term 2016. Sixteen students were tested, that means all the students enrolled in the first year of the follow-up master degree's studies of teaching German. Only 10 students completed both the parts of the test. The remaining 6 students completed only one part because they were not able to participate in both the parts due to time conflicts in their schedules. (All the students of the Faculty of Education of the University of Hradec Kralove who are enrolled in the specialization of teaching at upper-primary schools have to major in two subjects. The choice of these subjects is not limited, combinations of any two subjects are allowed. This freedom, however, results in problems with creating timetables. If two courses are given at the same time, the 50% participation is obligatory for students. The situation is moreover complicated by the fact that the courses in one subject are sometimes held in the building which is different from that one in which the courses in the other subject are held. Then the students can appear later for a course or leave a course earlier.)

6. Findings

Table 01 gives a survey of the results of the pilot study. The first column indicates (with letters) the persons tested, the second column gives their results reached in Part A. The number of mistakes made by these tested persons in their translations from Czech to German is given in the second column. The other three columns illustrate the results in Part B (corrections of mistakes appearing in an unknown text written in German). Column No. 3 gives the number of the correctly identified and correctly corrected mistakes. The fourth column gives the number of mistakes which were not identified by that particular person, the fifth column gives the number of incorrectly performed corrections. This last column summarizes all the corrections which were not correct: a correct form replaced with an incorrect one, an incorrect form replaced with another incorrect one and a correct form replaced with another correct one.

Table 01. Results of the pilot study into the field of translation and error correction

Tested person	Translation - number of mistakes	Correctly corrected mistakes	Mistakes left as non-corrected	Incorrectly corrected mistakes
A	2	7	12	3
B	3	8	10	4
C	5	7	12	3
D	6	3	17	1
E	8	4	15	6
F	9	4	16	0
G	10	3	16	4
H	12	5	12	5
I	14	5	12	11
J	14	6	14	6

The performances given by the persons tested in Part A of the pilot study are quite varied. The best performer made 2 errors, the worst one made 14 errors. The number of errors which could be made in this part was not limited; it depended on the linguistic knowledge and abilities of each of the tested persons. The respondents made all together 83 mistakes in total, which means that the average was 8.3 mistakes per person. The performances of five persons (F– J) were below the average mentioned (see Table 01).

To give a better illustration of these situations, the last column is presented independently, these three above mentioned possibilities are presented separately.

- Tested person A: 2 correct forms incorrectly corrected, 1 incorrect form incorrectly corrected
- Tested person B: 1 correct form incorrectly corrected, 2 incorrect forms incorrectly corrected, 1 correct form replaced with another correct form
- Tested person C: 2 correct forms incorrectly corrected, 1 incorrect form incorrectly corrected,
- Tested person D: 1 correct form replaced with another correct form
- Tested person E: 1 correct form incorrectly corrected, 1 incorrect form incorrectly corrected, 4 correct forms replaced with other correct forms
- Tested person F: no incorrectly corrected mistakes
- Tested person G: 3 correct forms incorrectly corrected, 1 incorrect form incorrectly corrected,
- Tested person H: 2 correct forms incorrectly corrected, 3 incorrect forms incorrectly corrected,
- Tested person I: 8 correct forms incorrectly corrected, 3 incorrect forms incorrectly corrected,
- Tested person J: 6 correct forms incorrectly corrected

The continuous text presented in Part B of our study included 20 errors, these errors had been artificially created. If all these errors had been revealed and correctly corrected by our respondents, then these 10 persons tested would have correctly identified and correctly corrected 200 errors. However, none of the respondents identified and correctly corrected all the mistakes in the text. The person labelled as J, whose performance in the translation part was one of the weakest, surprisingly identified 6 mistakes, which was the fourth best result in the tested group. Out of the total number of 200 errors (10 tests, there were 20 errors in each), only 52 of them, i.e. 26 % out of the total number, were correctly corrected by our respondents.

To obtain comparable results, we drew inspiration from the research into the sphere of error correction carried out at the University in Leipzig (see above). For the further assessment of our respondents, Kuehn's procedure was applied, and the obtained data were transferred into numeric values: Each correct and complete correction was scored with 2 points; most varied varieties of the corrections were accepted. 2 points were subtracted for each incorrect correction. 1 point was subtracted if a correct form was replaced by another correct (but unexpected) form.

Table 02. Assessment of the mistake corrections according to Kuehn's criteria

Tested person	Correctly corrected mistakes	Mistakes left as non-corrected	Incorrectly corrected mistakes	Total number of points
A	14	-24	-6	-16
B	16	-20	-7	-11
C	14	-24	-6	-16
D	6	-34	-1	-29
E	8	-30	-8	-30
F	8	-32	0	-24
G	6	-32	-8	-34
H	10	-24	-10	-24
I	10	-24	-22	-36
J	12	-28	-12	-28

From the data presented in Table 02 it is obvious that none of the respondents reached a positive score. All the results were in the negative range. Our hypothesis was confirmed: good language knowledge and language abilities do not guarantee a good quality of mistake corrections. Simultaneously it was

confirmed that graduates with a bachelor's degree are still not sufficiently trained and prepared for their teaching career at schools.

In the end, the respondents were ranked according to their results in the individual parts of the test. Their performances were scored (the best performance received 10 points, the worst one received 1 point; in case of equal results, the respondents reached the same placement and the points were equal to the average resulted from those shared places).

The research examples taken from literature and our own practice prove that the correctors' work is really demanding. Similarly to other spheres where a human being plays a decisive role, incorrect performances are given also in the work of correctors. However, the point is that the quality of their work can have more or less fatal impact on and consequences for the tested persons. The successful test results often guarantee e.g. a possibility of studying at university (in the home country or abroad), a possibility to get an attractive job or to get a promotion or a better paid position at work. Therefore, it is essential for tested people to be corrected in the as precise and as objective way as possible. The correcting persons should ideally make no errors in their work at all. They should apply the same criteria and they should be equally demanding when assessing the performances of the tested persons. Correcting of tests is one of the most usual and frequent activities realized by foreign language teachers. Therefore, it is highly important to sufficiently train pre-service teachers in working with errors. Curricula of pre-gradual studies held at universities have to include systematic practice in identification, interpretation, and correction of errors because these activities are expected and demanded from teachers. This kind of practice should not appear merely marginally in the methodological courses. It should be included in all the spheres of courses in foreign language teaching.

Table 03. Scores reached in both the parts of the test and the total results

Tested person	Part A Result	Part A scores	Part B result	Part B scores	A + B scores in total	Total result
A	1	10	2-3	8.5	18.5	2
B	2	9	1	10	19	1
C	3	8	2-3	8.5	16.5	3
D	4	7	7	4	11	5
E	5	6	8	3	9	7
F	6	5	4-5	6.5	11.5	4
G	7	4	9	2	6	9
H	8	3	4-5	6.5	9.5	6
I	9-10	1.5	10	1	2.5	10
J	9-10	1.5	6	5	6.5	8

Table 03 shows that an imperfect identification and correction of mistakes in the part B has a substantial impact on the assessment of the persons tested, and that the performances given in the part A are not balanced with the performances given in the part B.

7. Conclusion

The research into the issue of error corrections within the framework of foreign language teaching is still being carried out at the Department of German Language and Literature of the Faculty of Education

of the University of Hradec Kralove. New data and new findings are being obtained, they are being further analysed. At the time being, the results of the entrance tests (the tests completed by applicants for studying German language in the first year of the bachelor degree's study program with specialization in philology) are being processed. Another sphere of interest is monitoring of the study progress of individual students within the framework of the three-term-long course in German morphology (the students are tested at the beginning of their first term, then these test results are compared with those reached at the end of the course in the given subject, i.e. at the end of the third term). Probable accumulations of the most frequent errors are monitored through factor analysis; the considerations are then made how and when to include the problematic phenomena into the teaching process. The results of the analysis are used also for reconsiderations of the syllabi – the problematic phenomena in which the last year's students make errors most frequently, are then repeatedly included in the earlier courses and are repeatedly and thoroughly practised.

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**ERRORS THROUGH THE EYES OF STUDENTS MAJORING
IN TEACHING OF FOREIGN LANGUAGES**

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Abstract

Errors appear in any learning process. Quite a specific position is taken by students majoring in foreign language teaching. Since they themselves learn a foreign language, they are justified to make mistakes. Simultaneously, as future teachers, they should not make errors because their language performances will become models for their learners. Students majoring in teaching foreign languages know and understand the fact that frequent corrections of wrong performances make the real communication difficult. However, they also know that errors will become fixed and they will negatively influence the further development of the learners' language competences if they are not corrected.

The paper presents students' opinions on error corrections in the process of foreign language teaching. These opinions reflect the students' theoretical knowledge acquired during their courses in methodology, and their views on corrections of their own mistakes and mistakes made by their classmates and also by their teachers. The data were obtained within the framework of the specific research project realized in 2017, and they were compared with the results of the research carried out by Gnutzmann & Kiffe in 1993. The main purpose of these comparisons was to evaluate how errors were tolerated in the past and how they are tolerated at present.



1. Introduction

In the academic year 2016/2017, the Department of German Language and Literature of the Faculty of Education of the University of Hradec Kralove launched a research project whose aim was to learn about reactions of students to their own errors and also to errors made by their teachers in the process of foreign language teaching. The project was inspired by similar kinds of research which were carried out in Germany (Kleppin, 1989; Gnutzmann and Kiffe, 1993) and which were presented in literature. The level of three kinds of tolerance for errors was researched into – the respondents' tolerance for their own errors, and also the tolerance for errors made by their classmates and by their teachers. The research carried out at the University of Hradec Kralove included also questions on the most convenient time of corrections of spoken performances, on persons who are involved in corrections, on the feelings about mistakes made by teachers, etc.

The analysis of errors has been carried out at the Department of German Language and Literature at the Faculty of Education of the University of Hradec Kralove since 1990. The errors have been analysed from various angles, and several kinds of extensive research have been realized. The analysis of learners' errors is carried out simultaneously with the analysis of the correctors' work. The tests completed by learners are corrected by competent persons (teachers of German). However, there have been quite repetitive cases of wrong corrections (an incorrect form was ignored and not corrected, a correct form was replaced with another correct form, sometimes a correct form was even replaced with an incorrect form). Therefore, the issue of ways of working with errors has become the centre of our further research. The following examples taken from the real error correction practice can be taken as a kind of evidence that this issue deserves an increased attention.

1.1. Research sample

The research into students' opinions was being carried out at the Faculty of Education of the University of Hradec Kralove in May 2017; 154 students in total participated in it. Nearly one half of the respondents (47.4 %) were finishing the first year of their university studies at the time of the research. The students finishing their third year of university studies were also quite strongly represented (19.5 %).

68.18% of the total number of the respondents were students majoring in teaching, 14.29% of the respondents majored in philology (foreign languages in tourism), 17.5% majored in other branches than teaching or philology. 62 respondents majored in one foreign language, 35 respondents majored in two foreign languages, the others did not major in any foreign language. All the respondents had had experience with learning foreign languages because they had started learning at least one foreign language already at primary school. The age range of the respondents was from 18 to 26, the average age of the respondents was 22. 132 female beings (85.71 %) and 22 male beings (14.29 %) participated in the research. Their mother tongue was Czech (96.10 %), Russian (1.95 %) and German, Slovak, Ukrainian (0.65 % in total).

The students involved in the research had learnt English (in 152 cases), German (100 persons), Russian (72 persons), French (45 persons) and Spanish (23 persons). When evaluating the level of the knowledge of English, 62 % of the respondents considered themselves as advanced, 27 % of the respondents considered themselves as intermediate, 9.7% as beginners and 1.3 % of the respondents had not learnt English. The level of their knowledge of German was evaluated as advanced by 32% of the respondents, as intermediate by 16.23 % of the respondents. 16.88% of the respondents considered themselves as beginners in German, 35 % of the respondents had not learnt German at all. Only 15 % of the total number of the respondents had learnt more than one foreign language, the remaining 85% of the respondents claimed that they had not learnt another foreign language. Approximately 10 % of the respondents had been taught foreign languages by native speakers, 90 % of them had not had such teaching and learning experience.

2. Problem Statement

Since the process of learning languages is not any exceptional one, smaller and bigger mistakes appear within its framework as well. It can be said that errors are a legitimate part of the learning process. The causes of errors are varied and a lot of different factors are involved in them. During the process of error analyses, it is possible for educators to become aware of probable sources of the errors, and then focus on them with the intention to prevent them. Errors analyses presented in literature usually focus on wrong performances given by learners. Only exceptionally do they refer to wrong performances given by their teachers, who are the persons supposed to correct their learners' mistakes (see e.g. Kuehn, Birkel & Birkel (2002), Ecke (2003), Ondrakova (2008, 2015, 2016), Ondrakova & Siruckova (2015).

3. Research Questions

Three basic questions were asked in our research:

- At which moment to correct errors in spoken performances?
- Who is supposed to correct errors in spoken performances?
- What opinions on errors do students have?

4. Purpose of the Study

The main purpose of our project was to reveal the ways in which students majoring in teaching foreign languages react to corrections of the errors in their oral performances, and which correcting procedures these students consider as the best ones. We wanted to know how the students apply their theoretical knowledge gained during their methodological courses to specific situations in which their own errors are being corrected. Furthermore, the results of the research carried out by Gnutzmann and Kiffe in 1993 were compared with the results of our research done in 2017. The purpose of these comparisons was to compare the level of students' tolerance for errors in spoken performances given by their teachers.

5. Research Methods

The quantitative method was applied for processing of the questionnaires. The questionnaire which was distributed included 11 multiple-choice questions and other 5 open questions. The respondents also expressed their opinions on five statements made by Gnutzmann and Kiffe, and they were asked to add their further potential comments on the issue of working with errors.

6. Findings

Our research has resulted in the following findings:

6.1. At which moment to correct errors in spoken performances?

When asked about the issues of spoken performances, the respondents were choosing from the answers offered to them. The first question was: "At which moment do you want to be corrected when giving an incorrect spoken performance?" There were actually two prevailing opinions – 51.3 % of the respondents do not want to be corrected until the very end of their spoken performance; 45.45 % of the

respondents want to be corrected immediately when they make a mistake. 3.25 % of the respondents do not want to be corrected at all. Most of the respondents who want to be corrected ask for corrections in case of every medium mistake (55.19 %), nearly one third of the respondents (27.7 %) want to be corrected even if making any smallest mistake. Only 17.53 % of the respondents want to be corrected only if they make errors which make understanding impossible. A conclusion can be made that even if the current methodological tendencies rather suppress the importance of errors in oral performances ("because the most important thing is to speak"), students realize how important the feedback given to their performances actually is. Corrections of the mistakes are a kind of the feedback which supports the learner's development.

Another question addressed to the respondents was: "In which cases should the errors be always corrected?" The format of the multiple-choice was applied again. The below given answers were offered to the respondents, who could choose more options, which brought the following results:

- if that particular mistake made the understanding impossible (87.66 %)
- if a grammar mistake was made, e.g. using an incorrect word form / preposition / word order (85.71 %)
- if an unsuitable expression or phrase was used in the given context (72.73 %)
- if the pronunciation was incorrect (62.99 %)

6.2. Who is supposed to correct errors in spoken performances?

A major part of the respondents (62 %) wish to be corrected by the teacher in the explicit way, i.e. the teacher should directly indicate the mistake and correct it. The rest of the respondents prefer being corrected implicitly – the teacher refers to the mistake indirectly, i.e. s/he presents the originally incorrect unit in the correct way.

Corrections made by the classmates were considered as rather positive or completely positive by 66.88 % of the respondents. 22 % of the respondents considered such corrections as rather or completely negative; 11 % of the respondents had a neutral opinion on this issues. 60 % of the respondents think that they can better remember correct versions if the mistakes have been corrected by their peers. However, 40 % of the respondents claimed that they can get nervous if being corrected by their peers (especially if the peers laughed at the mistakes). 11 % of the respondents can better cope with being corrected by classmates than with being corrected by the teacher. We have come to the conclusion that teachers are still considered to be the persons whose duty and right is to identify, explain and correct errors, and to make such precautions which will help the learners not to make similar mistakes any more.

Native speakers of the language studied are believed to make the best corrections. (63 % of the respondents prefer being corrected by a teacher who is a native speaker of the target language.) Native speakers who are linguistically and pedagogically educated possess the qualities presented below (the numbers in the brackets give the numbers of persons who share those particular opinions):

- They have better language knowledge and skills; they have a better feeling for the every-day language. (28)
- They know the language and, simultaneously, they can teach the language and explain the problematic issues. (18)
- They are better at noticing errors and at evaluating their seriousness. (17)
- They are more dependable and believable than non-native speakers. Their corrections are correct. (13)
- Their speech is phonetically correct. (2)
- Native speakers are generally nicer and kinder. The ways of their teaching are more fruitful and more natural. (3)
- Classmates can be wrong, corrections made by them can be humiliating or mocking. (2)
- Native speakers use the target language all the time (1).

Some of the respondents prefer being corrected by teachers whose mother tongue is the same as theirs. This opinion was expressed by 24 % of the respondents, who also mentioned the welcomed qualities of these teachers:

- Mistakes can be explained in my native language. I am not scared by a potential misunderstanding. (12)
- They can better understand my mistakes and they can explain to me why I make such mistakes. They can understand inter-linguistic connections and they can guess what I want to say. (8)
- Most foreign language teachers are non-native speakers. (1)
- The students and the teacher work under the equal conditions. (1)

9.74 % of the respondents prefer being corrected by native speakers without linguistic and pedagogical qualifications (e.g. foreign friends or classmates) because:

- Foreigners have better language knowledge than Czechs. They can be better believed. (3)
- It is more convenient to be corrected by classmates than by teachers because teachers make the situation rather dramatic and react in an exaggerated way. (2)
- I can keep contacts with a native speaker although I have left school and I do not attend official classes any more. (1)

The rest of the respondents (3.25 %) sort out their mistakes with another person who has the same mother tongue (most frequently with classmates or friends). The choice of this method was explained by no respondents. Five respondents claimed that their only requirement imposed on the correcting person is his / her sufficient awareness of the issue.

6.3. Students' opinions on their own errors

One part of the research realized at the Faculty of Education of the University of Hradec Kralove focused on the respondents' approach to and their opinions on their own errors and errors made by their teachers.

Opinions and feelings expressed by students in connection with their own mistakes made in oral performances are presented in Table 01.

Table 01. [Students' approaches to their own errors made in their oral performances]

If I make errors in oral performance, then:	Number of the given response	Percentage
I get stressed and try to do something about that (e.g. I watch foreign language films, read foreign language texts, etc.)	60	39 %
I do not get stressed but I try to do something about that (without any concrete specifications)	36	23.1 %
I get stressed and I try to do my best not to make mistakes(e.g. through regular practising of the grammar, vocabulary, etc.)	17	11 %
I get stressed but I do nothing about that	12	8 %
I do not get stressed but I try to do my best not to make mistakes	12	8 %
I do not get stressed and I do nothing about my mistakes because they are a natural component of the learning process	11	7 %
I do not get stressed because I do not make a big number of mistakes	4	2.6 %
I ignore my mistakes	2	1.3%

From Table 01 it is obvious that 89 students out of the total number of 154, i.e. nearly 58 % of the respondents, are made stressed by their mistakes in oral performances, and they make efforts to limit the number of mistakes (through extra-curricular activities or through regular practices of grammar and

vocabulary etc.). 63 respondents more or less do not get stressed and 2 students claimed that they even ignore their mistakes.

6.4. Students' opinions on errors made by their teachers

Another sphere of our interest was the issue of the respondents' opinions on the mistakes made by their teachers. The question asked was whether the students register mistakes in the oral performances given by their teachers. 74.68 % of the respondents stated that their teachers made mistakes very rarely. 16.23 % of the respondents claimed that they never registered any mistakes. However, 9.09 % of the respondent noticed the teachers' mistakes quite often. It is human to make mistakes; and foreign language teachers are human beings. Learning the foreign language that they teach is their life-long process, errors are justifiable in this process. It is a question whether those respondents who majored in teaching foreign languages realized that in future also their performances will be monitored (and taken as granted) by their students, and whether they realized what Tauchmanova (2016) says: "Language teachers should be constantly increasing their language awareness because then they can make more competent judgements and decisions in their teaching process."

The next part of the questionnaire was inspired by the research carried out by Gnutzmann and Kiffe (1993). They asked 98 students of English to react to four statements concerning errors made by teachers in their oral performances given during the teaching process. The same statements were presented to the students involved in the research project discussed in this paper. Here are the respondents' reactions to the four given statements:

a) "If a teacher makes errors which I myself can recognize, I consider this situation as embarrassing because teachers should master the language better than their learners."

53.9 % of the respondents feel that teachers are justified to make mistakes, 28.57 % of the respondents expected teachers' exemplary knowledge, 17.53 % of the respondents were not sure how to react.

b) "Teachers are usually not native speakers of the taught language; their errors are thus acceptable."

65.58 % of the respondents agreed because even teachers are continuously learning the language; 8.44 % were not willing to accept teachers' errors; 25.97 % of the respondents were not sure.

c) "Sometimes I am made amused by especially stupid mistakes made by teachers."

42.86 % of the respondents agreed, 25.97 % did not agree, 31.17 % of the respondents were not sure.

d) "Mistakes made by teachers should be corrected by their students."

66.23 % of the respondents agreed with this statement under the condition that the students were not punished or persecuted due to these corrections. 10.39 % did not agree, 23.38 % of the respondents were not sure.

Being asked the question: "What do you consider as useful in the process of error corrections?", most frequently the respondents gave the following answers:

- a detailed analysis of the mistakes, proper explanations of the causes of the mistakes referring to the mother tongue, proper feedback given by the teacher
- a positive and individual approach of the teacher, his / her helpfulness and good advice
- immediate and fast corrections (mistakes should not be ignored)
- a kind of guidance given by the teacher thanks to which the students themselves reveal the mistakes and then they can better remember the correct versions
- really practical practising of the problematic issues, repeating of the rules
- comments on correct forms as well
- a positive and fair approach to students
- an error analysis, additional explanation, practising in more complex phrases
- making databases of mistakes and their corrections

- practising through other ways than presented in textbooks (e.g. using of films, plays, songs, etc.)

6.5. Comparations of the results of two projects

The original and quite inspiring research was done by Gnutzmann and Kiffe already 24 years ago. It was quite challenging for us to compare its results with the results of our new project carried out in 2017. The results of these comparisions are presented in Table 02:

Table 02. [The research results made by Gnutzmann & Kiffe versus Ondrakova, Tesar, Pavlikova]

Statement (in bold) and reactions to it	Gnutzmann & Kiffe (1993)	Ondrakova, Tesar, Pavlikova (2017)
"If a teacher makes errors which I myself can recognize, I consider this situation as embarrassing because teachers should master the language better than their learners."		
a) I do not agree – teachers are justified to make errors because they are human beings who just cannot know completely everything,	16.5 %	53.90 %
b) I agree – teachers should have an exemplary knowledge of the language.	35.4 %	28.57 %
c) I am not sure about that.	48.1 %	17.53 %
"Teachers are usually not native speakers of the taught language; their errors are thus acceptable."		
a) I agree – also teachers are continuously learning the language.	29.3 %	65.58 %
b) I am not sure about that.	48.9 %	25.97 %
c) I do not agree – I am not willing to accept teachers' errors.	21,8 %	8.44 %
"Sometimes I am made amused by especially stupid mistakes made by teachers."		
a) I agree.	34.6 %	42.86 %
b) I am not sure about that.	?	31.17 %
c) I do not agree.	?	25.97 %
"Mistakes made by teachers should be corrected by their students."		
a) I agree – under the condition that students are not persecuted due to that.	69.9 %	66.23 %
b) I am not sure about that.	22.6 %	23.38 %
c) I do not agree.	7.5 %	10.39 %

From the above given comparisions of the two projects it is clear that the present generation of students is more tolerant to their teachers than the generation of the students involved in the research in 1993. Current students respect the right of teachers to make errors because even teachers continuously learn foreign languages. Concerning the statement connected with especially stupid mistakes made by teachers, the research realized in 1993 presented the resulting percentage only in case of the "I agree." response. The percentage of the other two responses was not presented by Gnutzmann and Kiffe. It is interesting that in case of the last statement ("Mistakes made by teachers should be corrected by their students."), the responses are more or less equivalent. Nearly the same percentage appeared both in 1993 and 2017 in case of the "I agree." and „I am not sure.“ answers. In 2017 fewer students agreed with the statement "Students should correct their teachers' mistakes." than in 1993.

In 2017, one additional statement was added to those used in 1993: "Is a friendly and relaxed atmosphere important in the teaching-learning process?" 94.81 % of the respondents gave the positive answer, 5.19 % of the respondents were not sure about that. The response "I do not agree." did not appear at all.

7. Conclusion

Working with errors should be included in the syllabi of pre-gradual teacher training courses because correcting of errors is one of the most frequent activities in the professional career of teachers. The research results show that it is not possible to give a clear answer to the question whether to apply implicit or explicit corrections of mistakes made in oral performances given in foreign languages. Differences appeared also in the respondents' opinions concerning the phases of the teaching process in which errors are to be corrected. Corrections made by teachers (i.e. persons with linguistic and pedagogical qualifications) are preferred, especially corrections made by native speakers of the target language. The respondents are also aware of the advantages brought by teachers of foreign languages whose mother tongue is the same as the learners' one. From the research results it is clear that present students are more tolerant to their teachers than the students involved in the research done by Gnutzmann and Kiffe in 1993. They respect the fact that also teachers are justified to make errors, that they cannot know completely everything and that they continuously learn the particular foreign language during all their professional career. The respondents are also aware of their equal position in the teaching process. They support the idea that students should be justified to correct errors made by their teachers without being punished or persecuted because of that. Error corrections is a very individual and sensitive issue. Decisions about the ways of correcting depend on all the persons involved in the process. Not only the teacher's linguistic knowledge is important; his / her pedagogical-psychological knowledge and professional experience is essential as well. The ways of educating and training future teachers are fully decided by teacher training colleges and institutions. Their work and efforts should be sufficiently appreciated by professionals and the general public.

Acknowledgments [if any]

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Chyby očima studentů učitelství cizích jazyků

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ČAPV, Hradec Králové 2017

Chyba ve výuce cizích jazyků

- Definice chyby
- Objektivita posuzování chyb
- Analýza chyb v žákovském projevu
- Analýza oprav korektorů

Analýza chyb korektorů testu

- Kühn
- Birkel & Birkel
- Kleppin
- Ondráková

Postavení studentů učitelství cizího jazyka

- Mají právo chybovat (sami se učí cizí jazyk)
- Neměli by chybovat (budoucí učitelé cizího jazyka, vzor pro žáky)
- Oprava chyb znesnadňuje komunikaci
- Neopravené chyby se fixují a znemožňují vývoj jazykové kompetence

Výzkum KNJL PdF 2016-17 (Ondráková, Tesal, Pavlíková)

- Inspirace výzkumy Kleppin (1989) a Gnutzmann a Kiffe (1993)
- Způsob provádění oprav v ústním cizojazyčném projevu
- Posouzení míry tolerance vůči dělní chyb v cizojazyčném projevu
- Dotazník - květen 2017
- 154 dotázaných účastníků – studentů UHK
- Průměrný věk 22 let

Kdy opravovat chybu v mluveném projevu

- 51,3 % - opravovat až na konci projevu
- 45,45 % - bezprostředně po udělení chyby
- 3,25 % - neptejí si být opravováni

Pokud si student přeje být opravován, pak:

- Při každé stejně závažné chybě 55 %
- Při každé sebemenší chybě 28 %
- Jen pokud chyba brání porozumění 18 %

Kdo má chybu opravovat a jak

- Učitel, explicitně – 62 %
- Učitel, implicitně – 33 %

Oprava ze strany spolužáků je považována jako:

60 % pozitivní (napomáhá lépe zapamatovat si správnou variantu, někteří studenti ji snášejí lépe než od vyučujícího – 11 %)

40 % negativní (znervovává, považována za výtěchy)

Oprava vyučujícím – rodilým mluvčím CJ

Preferují 7 63 % dotázaných, neboť:

- Má lepší jazykové znalosti, dovednosti a cit pro běžnou používání jazyka.
- Zná jazyk a zvlášť (jakéto vztahy osobnost) svůj jazyk dobře a vysvětlí.
- Spíše zaznamenává chybu a dokáže posoudit její závažnost.
- Je spokojenější a důvěryhodnější než učitel. Je jistější, že jeho oprava je správná.
- Hovoří frekvencí správně.
- Rodilý mluvčí je v obecně mluví a přijde mu to přirozenější a přirozenější způsob výuky.
- Spokojení se mohou mluvit, navíc jejich oprava považují za posilující nebo druhý výsledek.
- Rodilý mluvčí hovoří v čistém jazyce.

Oprava rodilým mluvčím bez filologického a pedagogického vzdělání

- Preferuje ji necelých 10 % dotázaných, protože:
- Cizinec má lepší jazykové dovednosti než Čech. Mám v něj větší důvěru.
- Je mi příjemnější oprava od spolužáka než od vyučujícího. Vyučující často chybu dramaturgizuje, reaguje na ni přehnaným způsobem.
- S rodilým mluvčím mohu zůstat v kontaktu, i když už nechodím na výuku.

Oprava vyučujícím se shodnou mateřštinou

Preferují ji 24 % dotázaných, neboť:

- Může chybu vysvětlit v rodném jazyce. Nemám u něj strach, že bych mu nerozuměl.
- Lépe rozumí chybám a dovede zdůvodnit, proč je dělám. Chápe mezijazykové souvislosti a dokáže se vcítit do toho, co chci sdělit.
- Vyučující se stejným mateřským jazykem je většina.
- V tomto případě jsou stejné (rovnocenné) podmínky pro studenta i vyučujícího.

- Ostatní (3 %) řeší své chyby nejčastěji se spolužákem či kamarádem se stejnou mateřštinou, případně jim je jedno, kdo jejich chyby opravuje.

- „Důležité je, aby daná osoba věděla, co dělá....“

Postoje studentů k vlastním chybám v ústním projevu

Mě stresuje, a snažím se proti tomu něco dělat (např. sleduji cizojazyčné filmy, čtu články apod.)	60	39 %
Mě nestresuje, ale snažím se proti tomu něco dělat (viz konkrétního vyjádření)	36	23,1 %
Mě stresuje, a snažím se, jak můžu (např. používám speciální gramatiku, slovník apod.)	17	11 %
Mě stresuje, ale ale proti tomu nedělám	12	8 %
Mě nestresuje, a snažím se, jak můžu	12	8 %
Mě nestresuje, a ale proti tomu nedělám, protože to považuji za přerušování svého procesu učení	11	7 %
Mě nestresuje, protože tolik chyb nedělám	4	2,6 %
Nevím/žádná	2	1,3 %

Postoje studentů k chybám vyučujících v ústním projevu

- 75 % - učitelé chybují zhlédka kdy
- 16 % - chyby v mluveném projevu učitelů nezaznamenávají nikdy
- 9 % - chyby učitelů zaznamenávají často

Výzkum Gnutzmann a Kiffe versus Ondráková, Tesař, Pavlíková

Když učitelé dělají chyby, které sám/sama rozeznám, považují to za trapné, protože by měli cizí jazyk ovládat lépe než jejich studenti.

Výrok učitelů	Gnutzmann a Kiffe	Ondráková, Tesař, Pavlíková
a) Nesouhlasím – učitel má právo na chybu, neboť není „stejný“	16,5 %	53,90 %
b) Souhlasím – u učitelů očekávám příkladnou znalost jazyka	35,4 %	28,57 %
c) Nejsem si jistý/á	48,1 %	17,53 %

Výrok učitelů	Gnutzmann a Kiffe	Ondráková, Tesař, Pavlíková
Také učitelé většinou nejsou rodilí mluvčí jazyka, který vyučují, jejich chyby jsou tedy v pořádku.		
a) Souhlasím – (učitel se do jisté míry naučíte „mít cizí jazyk“)	29,3 %	65,58 %
b) Nejsem si jistý/á	48,9 %	25,97 %
c) Nesouhlasím – rozhodl jsem si opakovat chyby učitelů	21,8 %	8,44 %
Někdy mě zvláště hloupé chyby učitelů pobaví		
a) Souhlasím	34,6 %	42,86 %
b) Nejsem si jistý/á	?	31,17 %
c) Nesouhlasím	?	25,97 %

Výrok učitelů	Gnutzmann a Kiffe	Ondráková, Tesař, Pavlíková
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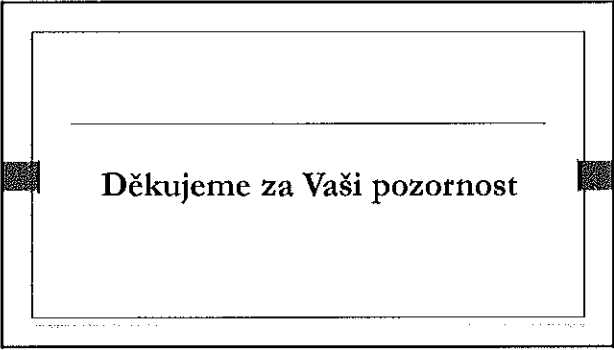
Také chyby učitelů by měly být opraveny studenty:

a) Souhlasím – pokud by za to student nenesl následky	69,9 %	66,23 %
b) Nejsem si jistý/á	22,6 %	23,38 %
c) Nesouhlasím	7,5 %	10,39 %

Otázka navíc

Výrok učitelů	Ondráková, Tesař, Pavlíková
Je důležité, aby při výuce panovala přátelská a uvolněná atmosféra	
Souhlasím.	94,81 %
Nejsem si jistý/á.	5,19 %
Nesouhlasím	0

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Děkujeme za Vaši pozornost

Chyby a studenti učitelství cizích jazyků
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Errors and Students Majoring in Teaching of Foreign Languages

Abstract

The paper presents students' opinions on error corrections in the process of foreign language teaching. These opinions reflect the students' theoretical knowledge acquired during their courses in methodology, and their views on corrections of their own mistakes and mistakes made by their classmates and also by their teachers. The data were obtained within the framework of the specific research project realized in 2017, and they were compared with the results of the research carried out by Gnutzmann & Kiffe in 1993. The main purpose of these comparisons was to evaluate how errors were tolerated in the past and how they are tolerated at present.

Keywords: Foreign language teaching, error, mistake, correction, pre-service teacher.

Chyby jsou legitimní součástí učebního procesu a vznikají vždy během učení se něčemu novému. Výjimkou není ani studium jazyků. Příčiny vzniku chyb jsou různé a působí na ně množství různých faktorů. Analýzy chyb popsané v odborné literatuře se obvykle týkají chybných výkonů žáků, jen výjimečně jsou sledovány a popsány chybné výkony osob, které testy opravují, tedy učitelů.

Studentky a studenti učitelství cizího jazyka zaujímají v procesu učení zcela zvláštní postavení. Protože se sami učí cizímu jazyku, mají právo chybovat, avšak současně by jako budoucí učitelé chybovat neměli, neboť svým jazykovým projevem se v budoucnu stanou vzorem pro své žáky. Na jedné straně chápou, že neustálé opravy chybných tvarů znesnadňují reálnou komunikaci, ale současně si uvědomují, že pokud se chyby neopraví, zafixují se a znesnadňují další vývoj jazykové kompetence.

V letech 2016 a 2017 probíhal na Katedře německého jazyka a literatury Pedagogické fakulty Univerzity Hradec Králové výzkumný projekt, jehož cílem bylo zjistit reakce studentů na vlastní chyby i na chyby jejich vyučujících v ústním projevu ve výuce cizích jazyků. Projekt byl inspirován obdobnými výzkumy, jež se uskutečnily v Německu (Kleppin, 1989; Gnutzmann a Kiffe, 1993) a byly popsány v odborné literatuře. Tyto výzkumy zjišťovaly míru tolerance respondentů k vlastním chybám, k chybám spolužáků i učitelů. Projekt Pedagogické fakulty Univerzity Hradec Králové se kromě toho zabýval také otázkami, kdy má dojít k opravě chyb v ústním projevu, kdo může vystupovat v roli korektora chyb, jak studenti vnímají své vlastní chyby, zda si uvědomují i chybování svých vyučujících atd.

Výzkum se uskutečnil v květnu 2017 a zúčastnilo se ho celkem 154 studentů Pedagogické fakulty UHK. Téměř polovina ze všech dotázaných (47,4 %) v té době právě končila 1. ročník studia, silně zastoupený byl i 3. ročník (19,5 %) a 2. ročník (17,5 %). Studenti učitelství tvořili 68,18 % z celkového počtu, studentů neučitelských oborů se zúčastnilo 17,5 %, zbývající osoby (14,29 %) studovaly obor Filologie - Cizí jazyky pro cestovní ruch. Všichni respondenti měli zkušenosti s učením cizích jazyků, neboť alespoň jeden cizí jazyk se začali učit již na základní škole. Na univerzitě jeden cizí jazyk jako obor studovalo 62 studentů, dva cizí jazyky studovalo ve dvouoborové kombinaci 35 studentů, ostatní studenti (57) cizí jazyk jako obor nestudovali.

Věkové rozpětí sledovaného souboru bylo od 18 do 26 let, průměrný věk našeho respondenta tedy byl 22 let. Výzkumu se zúčastnilo 132 žen (85,71 %) a 22 mužů (14,29 %), jejichž mateřským jazykem byla v 96,10 % čeština (dále byla jako mateřský jazyk uvedena ruština – 1,95 %, němčina, slovenština a ukrajinština (0,65 %).

Dotazovaní studenti se učili angličtinu (152 případů), němčinu (100), ruštinu (72), francouzštinu (45) a španělštinu (23). Svou znalost jazyka ohodnotili v případě angličtiny v 62 % jako pokročilou, ve 27 % jako mírně pokročilou; začátečníků ve studiu angličtiny bylo v našem výzkumu 9,7 % a 1,3 % dotázaných uvedlo, že se angličtinu neučí. V němčině se za pokročilé uvedlo jen necelých 32%, za mírně pokročilé 16,23 %, začátečníků bylo 16,88 % a celých 35 % se němčinu neučí. Celkově se více cizích jazyků učilo pouze 15 % respondentů, 85 % uvedlo, že další cizí jazyk nestuduje. Rodilé mluvčí ve své výuce zažilo necelých 10 % respondentů, zatímco 90 % dotázaných odpovědělo, že jejich vyučujícími rodilí mluvčí nebyli.

Respondentům byly položeny otázky týkající s ústního projevu, na které vybírali odpověď z navržených možností. Jako první byla respondentům položena otázka, kdy chtějí být během chybování v samostatném ústním projevu opravováni. Jednoznačnou odpověď však nebylo možné najít, neboť 51,3 % respondentů chce být opravována až na konci projevu, 45,45 % však trvá na bezprostřední opravě ihned, jakmile se objeví chyba. 3,25 % respondentů uvedlo, že si nepřeje být opravováni vůbec. Většina studentů, která si přeje být opravována, vyžaduje opravu při každé středně závažné chybě (55,19 %), necelá třetina (27,7 %) studentů chce být opravována při každé sebemenší chybě, kterou udělá. Pouze 17,53 % chce být opravováno jen v případě chyb, které by bránily porozumění. Znamená to, že i když současné didaktické trendy potlačují význam chyb v ústním projevu („neboť je především důležité mluvit“), uvědomují si studenti nutnost zpětné vazby na svůj výkon. Oprava jejich chyb je pro ně prostředkem, který je v jejich studiu posune dál.

Jedna z dalších otázek se studentů ptala, ve kterém případě si přeje, aby jejich chyby byly opravovány pokaždé. Z nabídnutých odpovědí dotazníku vybírali studenti následující možnosti (bylo možné zaškrtnout více odpovědí):

- když udělají chybu, která by znemožnila porozumění (87,66 %)
- když použijí špatný tvar slova, předložku, slovosled apod., tj. udělají gramatickou chybu (85,71 %)
- když použijí nevhodný výraz nebo slovní obrat v daném kontextu (72,73 %)
- když jejich výslovnost během mluveného projevu není správná (62,99 %)

Větší část respondentů (62 %) si přeje, aby oprava jejich chyb byla provedena učitelem explicitně, tj. aby jim vyučující přímo sdělil chybnou část a opravil ji. Zbytek studentů uvedl, že jim vyhovuje, když učitel na chybu poukáže nepřímo, např. když zopakuje chybnou část ve správném znění, a více jim vyhovuje oprava implicitní.

Pokud jde o opravu chyb ze strany spolužáků, považuje ji za spíše pozitivní i zcela pozitivní 66,88 % respondentů, jako spíše negativní či negativní takovou opravu považuje 22 % respondentů, zhruba 11 % dotázaných je to jedno. Pokud chyby opravují spolužáci, pomáhá to studentům dle jejich názoru lépe si zapamatovat správnou variantu (60 %), 40 % respondentů však uvedlo, že je oprava ze strany spolužáků znervózňuje, zejména v případě, kdy se jim ostatní spolužáci smějí. Z celkového počtu všech dotázaných pak 11 % uvedlo, že opravu od

spolužáků snáší lépe než od vyučujícího. Učitel je tedy stále považován za osobu, jejíž právem i povinností je chybu identifikovat, vysvětlit a opravit a učinit opatření, aby k obdobným chybám již nedocházelo.

Největší důvěru ve správnost provedené opravy získali rodilí mluvčí studovaného jazyka. Opravu provedenou vyučujícím – rodilým mluvčím preferuje 63 % respondentů. Podle nich vykazuje rodilý mluvčí s filologickým a pedagogickým vzděláním tyto kvality (v závorce uveden počet osob, které tento názor uvedlo):

- Má lepší jazykové znalosti, dovednosti a cit pro běžně používaný jazyk. (28)
- Zná jazyk a zároveň (jakožto vzdělaná osobnost) umí jazyk učit a vysvětlovat. (18)
- Spíše zaregistruje chybu a dokáže posoudit její závažnost. (17)
- Je spolehlivější a důvěryhodnější než Čech. Je jistější, že jeho oprava je správná. (13)
- Hovoří foneticky správně (2).
- Rodilý mluvčí je mi obecně milejší a přijde mi to přínosnější a přirozenější způsob výuky. (3)
- Spolužáci se mohou mýlit, navíc jejich opravu považuji za ponižující nebo druh výsměchu. (2)
- Rodilý mluvčí hovoří v cizím jazyce (1).

Někteří respondenti však dávali přednost opravám učitele, který má stejný mateřský jazyk jako student. Tento názor přiznalo 24 % dotázaných a pojmenovali kvality tohoto učitele:

- Může chybu vysvětlit v rodném jazyce. Nemám u něj strach, že bych mu nerozuměl. (12)
- Lépe rozumí chybám a dovede zdůvodnit, proč je dělám. Chápe mezijazykové souvislosti a dokáže se vcítit do toho, co chci sdělit. (8)
- Vyučujících se stejným mateřským jazykem je většina. (1)
- V tomto případě jsou stejné (rovnocenné) podmínky pro studenta i vyučujícího. (1)

V případě rodilého mluvčího, který nemá filologické a pedagogické vzdělání (např. zahraniční spolužák, kamarád, osoba v sousedství atd.), upřednostňuje opravu chyb 9,74 % dotázaných, protože:

- Cizinec má lepší jazykové dovednosti než Čech. Mám v něj větší důvěru. (3)
- Je mi příjemnější oprava od spolužáka než od vyučujícího. Vyučující často chybu dramatizuje, reaguje na ni přehnaným způsobem. (2)
- S rodilým mluvčím mohu zůstat v kontaktu, i když už nechodím na výuku. (1)

Zbytek dotázaných (3,25 %) řeší své chyby s jinou osobou se stejnou mateřštinou, nejčastěji se spolužákem či kamarádem. Volbu této odpovědi žádný respondent blíže nezdůvodňoval. Pět respondentů uvedlo, že je jim jedno, kdo bude opravovat jejich chyby. Důležité je, aby daná osoba věděla, co dělá.

Součástí výzkumu na Pedagogické fakultě Univerzity Hradec Králové bylo sledovat, jak studenti přistupují ke svým chybám a k chybám svých vyučujících.

Výpovědi studentů, kterými popisují své pocity při chybování v ústním projevu, jsou zaznamenány v tabulce č. 1.

Tabulka 1 Postoje studentů k vlastním chybám v ústním projevu

Mé chybování v ústním projevu:	Počet odpovědí	Procentuální vyjádření
Mě stresuje, a snažím se proti tomu něco dělat (např. sleduji cizojazyčné filmy, čtu články apod.)	60	39 %
Mě nestresuje, ale snažím se proti tomu něco dělat (bez konkrétního upřesnění)	36	23,1 %

Mě stresuje, a snažím se, jak můžu (např. pravidelně procvičuji gramatiku, slovíčka apod.)	17	11 %
Mě stresuje, ale nic proti tomu nedělám	12	8 %
Mě nestresuje, a snažím se, jak můžu	12	8 %
Mě nestresuje, a nic proti tomu nedělám, protože to považuji za přirozenou součást procesu učení	11	7 %
Mě nestresuje, protože tolik chyb nedělám	4	2,6 %
Nevnímám	2	1,3%

Z údajů v tabulce č. 1 lze vyčíst, že chybování v ústním projevu stresuje 89 studentů z celkového počtu 154, tj. téměř 58 % dotázaných, kteří se snaží chyby různým způsobem omezit (buď konkrétně pomocí aktivit nad rámec výuky, nebo pravidelným procvičováním gramatiky a slovní zásoby apod.). 63 respondentů se chybami více méně nestresují a dva studenti přiznali, že své chyby ani nevnímají.

Další oblast, která byla předmětem výzkumu, se zajímala, zda studenti zaznamenávají chyby také v mluveném projevu svých učitelů. 74,68 % uvedlo, že jejich učitelé chybují zřídka kdy, 16,23 % chyby v mluveném projevu učitelů nezaznamenávají nikdy, naopak 9,09 % dotázaných se vyjádřilo, že chyby u svých učitelů zaznamenávají často. Znovu se tedy dostáváme k závěru, že chybovat je lidské a i učitel (celoživotně se učící vyučovanému cizímu jazyku) má právo udělat chybu. Otázkou zůstává, zda si v této chvíli respondenti uvědomili, že i oni budou v budoucnu učitelé cizího jazyka a jejich výkony budou sledovány (a následovány) jejich žáky.

Další část dotazníku byla inspirována výzkumem Gnutzmanna a Kiffe (1993), kteří dali 98 studentům angličtiny k posouzení výroky o vhodnosti či nevhodnosti chybování učitelů cizího jazyka během ústního projevu ve výuce. Stejně výroky byly prezentovány i ve výzkumu Pedagogické fakulty Univerzity Hradec Králové, který popisuje tento článek. Respondenti na tyto výroky reagovali následovně:

a) „Když učitelé dělají chyby, které sám/sama rozeznám, považuji to za trapné, protože by měli cizí jazyk ovládat lépe než jejich studenti.“ (53,9 % dotázaných uznávalo právo učitelů udělat chybu, 28,57 % očekávalo příkladnou znalost jazyka, nerozhodných bylo 17,53 %)

b) „Také učitelé většinou nejsou rodilí mluvčí jazyka, který vyučují, jejich chyby jsou tedy v pořádku.“ (65,58 % respondentů souhlasilo, neboť i učitel se do jisté míry neustále učí cizí jazyk, 8,44 % nebylo připraveno chyby učitelů akceptovat, 25,97 % si nebyli jistí)

c) „Někdy mne zvlášť hloupé chyby učitelů pobaví.“ (Souhlasilo 42,86 %, nesouhlasilo 25,97 %, jisto si nebylo 31,17 % dotázaných)

d) „Také chyby učitelů by měly být opravovány studenty.“ S tímto výrokem souhlasilo 66,23 % respondentů v případě, pokud by za to student nenesl následky. Nesouhlasilo 10,39 %, jisto si nebylo 23,38 %.

Na dotaz, co při opravě chyb považují studenti za užitečné, byly zaznamenány následující nejčastější odpovědi:

- podrobný rozbor chyb s ohledem na mateřský jazyk, jejich vysvětlení, proč tomu tak je, zpětná vazba od učitele
- pozitivní přístup učitele, ochota pomoci, individuální přístup, dobré rady
- bezprostřední, rychlá oprava – nepřecházet chyby
- skutečnost, kdy si na chybu přijde student sám, učitel ho jen navede na správnou cestu (student si to pak lépe zapamatuje)
- procvičování daných chyb, opakování pravidel, procvičení na příkladech, praktických situací a frází
- zaměření se při rozboru chyb i na správné možnosti, pozitivní (spravedlivý) přístup
- rozbor chyby, vysvětlení a zároveň i procvičení, vytváření komplexnějších celků
- zapisování si chyb se správným řešením
- procvičování jinými metodami než cvičeními v učebnici – pomocí filmů, her, písni atd.

Vzhledem k tomu, že od původního výzkumu Gnutzmanna a Kiffe uplynulo již 24 let, přímo se nabízela možnost porovnat výsledky jejich výzkumu s výsledky nového projektu z roku 2017. Jak toto srovnání dopadlo, uvádí tabulka č. 2:

Tabulka 2 Výsledky výzkumu Gnutzmann & Kiffe versus Ondráková, Tesař, Pavlásková

Výrok a odpovědi	Gnutzmann & Kiffe (1993)	Ondráková, Tesař, Pavlásková (2017)
Když učitelé dělají chyby, které sám/sama rozeznám, považuji to za trapné, protože by měli cizí jazyk ovládat lépe než jejich studenti.		
a) Nesouhlasím – učitel má právo na chybu, neboť není „vševěd“	16,5 %	53,90 %
b) Souhlasím – u učitelů očekávám příkladnou znalost jazyka	35,4 %	28,57 %
c) Nejsem si jistý/á	48,1 %	17,53 %
Také učitelé většinou nejsou rodilí mluvčí jazyka, který vyučují, jejich chyby jsou tedy v pořádku.		
a) Souhlasím – i učitel se do jisté míry neustále „učí cizí jazyk“	29,3 %	65,58 %
b) Nejsem si jistý/á	48,9 %	25,97 %
c) Nesouhlasím – nehodlám akceptovat chyby učitelů	21,8 %	8,44 %
Někdy mě zvlášť hloupé chyby učitelů pobaví.		
a) Souhlasím	34,6 %	42,86 %
b) Nejsem si jistý/á	?	31,17 %
c) Nesouhlasím	?	25,97 %
Také chyby učitelů by měly být opravovány studenty.		
a) Souhlasím – pokud by za to student nenesl následky	69,9 %	66,23 %

b) Nejsem si jistý/á	22,6 %	23,38 %
c) Nesouhlasím	7,5 %	10,39 %

Porovnáním odpovědí respondentů z obou projektů docházíme k závěru, že současná generace studentů je ke svým vyučujícím více tolerantní, než tomu bylo u zkoumaných studentů v roce 1993. Dnešní studenti uznávají právo učitele udělat chybu, neboť i učitelé se neustále učí cizí jazyk. U výroku o zvlášť hloupých chybách je u projektu z roku 1993 k dispozici procentuální vyjádření pouze u odpovědi „Souhlasím“, u dalších dvou odpovědí Gnutzmann a Kiffe výsledky nezaznamenali. Zajímavé je, že u posledního výroku „Také chyby učitelů by měly být opravovány studenty“ panuje shoda – ve výzkumu z roku 1993 i 2017 bylo dosaženo téměř shodného procentuálního vyjádření respondentů u odpovědí „souhlasím“ a „nejsem si jistý/á“. S tím, že by studenti měli opravovat chyby učitelů, se v roce 2017 neshoduje více studentů než v roce 1993.

K otázkám původního testu z roku 1993 byl v r. 2017 přidán ještě jeden výrok: „Je důležité, aby při výuce panovala přátelská a uvolněná atmosféra“. S tímto výrokiem souhlasilo 94,81 % dotázaných, 5,19 % si nebylo jisto, odpověď „Nesouhlasím“ nezaškrtl nikdo z dotázaných.

Závěr

Práce s chybou má své místo již v přípravě studentů učitelského zaměření a v profesní činnosti učitele činí neodmyslitelnou část každodenní práce. Výsledky výzkumu ukázaly, že nelze dát jednoznačnou odpověď na to, zda chyby v ústním projevu v cizím jazyce opravovat explicitně či implicitně. Zkoumané osoby se rovněž lišily v názoru, jaké chyby a ve které fázi vyučovacího procesu mají být opravovány. Upřednostňovaly však opravy učitelů (osob s filologickým a pedagogickým vzděláním), zejména rodilých mluvčích studovaného jazyka. Respondenti však dokázali ocenit i výhody učitele cizího jazyka, se kterým mají shodnou mateřštinu.

Z výsledků zde popisovaného výzkumu vyplývá, že současní studenti vykazují větší toleranci ke svým vyučujícím, než tomu bylo v případě výzkumu Gnutzmanna a Kiffe. Uznávají, že učitel má právo udělat chybu, není vševědoucí a i on se neustále učí cizímu jazyku. Studenti si zároveň uvědomují své rovnoprávné postavení ve vyučovacím procesu a staví se za myšlenku, že stejně jako učitelé opravují chyby studentů, měli by mít i studenti právo opravovat chyby svých vyučujících (bez eventuálního postihu).

Oprava chyb je velmi individuální a citlivá záležitost a záleží na všech zúčastněných, jakým způsobem bude provedena. Z tohoto důvodu nezáleží jen na filologických znalostech vyučujícího, velký význam mají i pedagogicko-psychologická příprava a profesní zkušenosti. Příprava budoucích učitelů je v plné zodpovědnosti pedagogických fakult a ostatních fakult vzdělávajících budoucí učitele a měla by být dostatečně doceneňována odbornou i laickou veřejností.

V současné době vzniká na Pedagogické fakultě UHK výzkumný tým pod vedením dr. Besedové, který zkoumá možnost využití hudby ve výuce cizích jazyků a vzájemnou provázanost hudby a cizích jazyků. Věříme, že nové poznatky najdou své uplatnění i v problematice chyb a jejich oprav ve výuce cizích jazyků.

Resumé

Working with errors should be included in the syllabi of pre-gradual teacher training courses because correcting of errors is one of the most frequent activities in the professional career of teachers. The research results show that it is not possible to give a clear answer to the question whether to apply implicit or explicit corrections of mistakes made in oral performances given in foreign languages. Differences appeared also in the respondents' opinions concerning the

phases of the teaching process in which errors are to be corrected. Corrections made by teachers (i.e. persons with linguistic and pedagogical qualifications) are preferred, especially corrections made by native speakers of the target language. The respondents are also aware of the advantages brought by teachers of foreign languages whose mother tongue is the same as the learners' one. From the research results it is clear that present students are more tolerant to their teachers than the students involved in the research done by Gnutzmann and Kiffe in 1993. They respect the fact that also teachers are justified to make errors, that they cannot know completely everything and that they continuously learn the particular foreign language during all their professional career. The respondents are also aware of their equal position in the teaching process. They support the idea that students should be justified to correct errors made by their teachers without being punished or persecuted because of that.

Error corrections is a very individual and sensitive issue. Decisions about the ways of correcting depend on all the persons involved in the process. Not only the teacher's linguistic knowledge is important; his / her pedagogical-psychological knowledge and professional experience is essential as well. The ways of educating and training future teachers are fully decided by teacher training colleges and institutions. Their work and efforts should be sufficiently appreciated by professionals and the general public.

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