

ABSTRACT

The diploma thesis deals with dealing with errors while teaching French as a foreign language with regard to speaking. The first part of the thesis contains the definition of the term error, its conception within modern teaching methods, classification of errors and most common causes of their occurrence. Corrective strategies analysis and particularities of dealing with errors within spoken language can also be found within the theoretical part of the thesis. Those theoretical findings are then applied in the practical part of the thesis which contains two case studies that are subject of the analysis of the corrective strategies used in French language classes at primary school. The practical part continues with a survey conducted between both teachers and pupils. The questionnaire is designed in order that it is possible to compare the views of pupils and teachers on the issue of error correction in the process of teaching and learning foreign languages. In particular, teachers are asked about the procedure and techniques they apply while they are dealing with pupils' errors, while questions for pupils focus more on their feelings that the error and error correction arise in themselves. The aim of the thesis was to compare teachers' and pupils' opinions on dealing with mistakes in foreign language lessons as well as to point out the complexity of the whole issue and its importance in the teaching process.

KEYWORDS

Error, French, dealing with errors, error classification, corrective strategies