

This bachelor's thesis deals with error interpretation in the English language classes. It describes its possible causes, its categorization and its importance in the learning process. It presents traditional as well as nontraditional methods and approaches to errors that can be used in the learning process. Factors influencing teacher's and student's attitude to error are also mentioned. The practical part of this work presents methods which can possibly be used when working with errors in spoken and written part of the language. It also points out usefulness of error correction made by students, either individually or by active involvement of other students. The use of verbal and non-verbal communication when focusing students on errors which have been made, without interrupting the flow of an activity, is also described here.