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# Working With Mistakes of Students in German as Foreign Language Lessons

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**Abstract:** The process of learning a language is not without its mistakes. Mistakes made by language learners can be corrected using a variety of approaches. In the article were ways of correction given.

**Keywords:** mistake, correction, language learning, German language, error, language learner.

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## INTRODUCTION

In today's era of globalization, fluency in foreign languages is great importance for any specialist in any field. By improving the ability of future German language teachers to work with errors, there will be an opportunity to effectively eliminate the mistakes made in the process of language learning.

Working with mistakes made by language learners is an integral part of the work of foreign language teachers. Making mistakes is human. The idea that we learn from our mistakes is often used in the process of learning foreign languages. People's attitudes towards mistakes vary. Errors gradually decrease in the process of language learning.

## MAIN PART

As a teacher, we never want to offend our students with corrections. Making mistakes when learning a language has long ceased to be understood as a lack of language skills. On the contrary, mistakes are a natural part of language acquisition. They show the current status and reveal where repetition and consolidation may be necessary. Error correction should therefore not be understood as a topic of fear, but as an opportunity for the learner. It is therefore important to carry them out in virtual lessons as well. Here, just like in face-to-face classes, there are methods to turn error correction into a sense of achievement.

Before you start planning corrective activities, it helps to reflect on what has been done so far. Take a moment to think about these questions:

- What other types of errors do you correct and how? What activities do you correct/don't correct?
- When will you correct the error?
- In which situation do you/do you not intervene immediately?
- What do you do after the correction?
- Who corrects in your lessons?
- How do you prompt for self-correction?

Your answers will likely differ depending on the activity and phase of the lesson. It should be

noted that the correction is always based on what you want to achieve with the activity (learning goal). If it is an interactive group task, you tend to correct it afterwards with the whole course. If you are performing an automating exercise to strengthen structures, a more direct correction is important. It is also recommended to allow more corrections by other learners instead of always specifying everything yourself.

These basic principles also apply to online lessons. In addition, you can take advantage of the tools of the new medium. Perhaps the personal contact in face-to-face lessons will help you to ensure that corrections are accepted benevolently and constructively. In turn, you can exploit the alienation of the online medium to distance a mistake from the person making it. Every individual mistake becomes a learning opportunity for everyone. Therefore, analyze what options your teaching medium offers you: webcams, pointing functions, emojis and various layouts can be used as a substitute for facial expressions and gestures.

- ✓ A quick correction on the board can be implemented online through chat, whiteboard notes or the learner's writing function.
- ✓ Through private chats, you can even make individual corrections unnoticed for others.
- ✓ You can conduct oral corrections yourself using the microphone function or have them conducted by the group.
- ✓ The chat, which is at least conceptually oral and does not interrupt the flow of speech, is also ideal for corrections by you or the group.

So that you can make full use of these tools, it is advisable to include correction phases in the planning phase. An exercise suitable for any level is the error detective. Dr. Steffi Krause Bring mistakes from the online phase or the texts of the learners. They then go in small groups to search for errors, correct and discuss the sentences. You secure the result in the plenum. Make sure that you limit the number of errors and error types in order to achieve systematic learning success. Choose mistakes that are of interest to multiple learners and are common.

Also include peer correction periods in all listening and reading activities.

Dr. Steffi Krause in the process, learners exchange information in group rooms before it is secured in the plenary session. This increases the real speaking part of your learners enormously. Experience has shown that learners almost always come to the right solution thanks to their group intelligence. If that is not the case, many have made the mistake, not just one person.

Plan time for corrections even at seemingly 'spontaneous' times, e.g. during brainstorming sessions, vocabulary collections, etc.

## CONCLUSION

You can also use these methods to create online proofreading routines that provide learners with important guidance. Also enable as much transparency as possible about your correction behavior, e.g. B. by agreeing with the course when, how and with which tools corrections should and may be made. Try to involve your learners in the correction process at as many points as possible and use the principle of group intelligence to your advantage.

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