

C341120 : MAJOR TEACHING ENGLISH AS A FOREIGN LANGUAGE

KEY WORD: ERROR CORRECTION BEHAVIORS/STUDENT TEACHERS

ANIRUT CHUMSAWAT : A STUDY OF ERROR CORRECTION BEHAVIORS OF STUDENT TEACHERS IN TEACHING ENGLISH SUBJECT AT THE LOWER SECONDARY EDUCATION LEVEL. THESIS ADVISOR : AJARN SUJITRA SAWATDIWONG. 159 pp. ISBN 974-582-722-3

The purpose of this research was to study the error correction behaviors of student teachers in teaching English subject at the lower secondary education level in the aspects of the types of errors and the types of error corrections used by the student teachers. The samples were 35 student teachers majoring English in the Faculty of Education, Chulalongkorn University selected by purposive sampling technique. The research instrument, constructed by the researcher and approved the content validity by the authorities, was an error correction behavior observation form with the reliability of .85. The researcher collected the data by observing and audiotape recording the error correction behaviors totalling 105 periods of teaching. The data were then analysed by means of percentage. The findings were as follows:

1. In the aspect of the types of errors which the student teachers showed their error correction behaviors, it was found that the percentage of the students verbal error correction behaviors towards the appropriateness errors was the most, the vocabulary errors was the second, and the pronunciation errors was the least.

2. In the aspect of the error correction behaviors used by the student teachers in each type of errors, the following behaviors were found:

2.1 For the pronunciation errors, the student teachers ignored the errors the most, and immediately gave the right answers the second. The correction behaviors never used by the student teachers were paraphrasing the questions, waiting time, and evaluating students' understanding.

2.2 For the vocabulary errors, the student teachers cued the students to correct the errors the most, and additionally explained how to correct the errors the second. The correction behaviors never used by the student teachers were paraphrasing the questions, and evaluating students' understanding.

2.3 For the grammar errors, the student teachers immediately gave the right answers the most, and cued the students to correct the errors the second. The correction behaviors never used by the student teachers were paraphrasing the questions, and evaluating students' understanding.

2.4 For the content errors, the student teachers cued the students to correct the errors the most, and repeated the errors the second. The correction behaviors never used by the student teachers were praising the students' corrections, and evaluating students' understanding.

2.5 For the appropriateness errors, the student teachers repeated the errors the most, and cued the students to correct the errors, additionally explained how to correct the errors, immediately gave the right answers the second. The correction behaviors never used by the student teachers were paraphrasing the questions, waiting time, praising the students' corrections, and evaluating students' understanding.