

Coding - a possibility to foster the emergence of active corrections in the pupils themselves:

Pros: Coding mistakes helps to avoid the red pen syndrom in the pupils' texts. It indicates the teacher's respect of their written work. It makes the pupils think about their mistakes and is a first step to get aware of what was wrong, which may after some time really avoid recurrent mistakes. Corrections of written work where the teacher gives the right version just leads to mechanical rewriting without thinking.

Cons: Coding needs a lot more time and may lead to further mistakes.

Suggestions for coding:

Start with only a few codes (4 or 5) and extend the system when the pupils got used to it.

7₃ there's a mistake in line 7 word 3

Sp spelling mistake (= Rechtschreibfehler)

vf/ T wrong verb form / wrong tense (= Zeitfehler)

V/Ph vocab, wrong word, not an English phrase (= Ausdruckfehler)

WO wrong wordorder (= falsche Reihenfolge der Wörter: (A S A V O A)

P wrong preposition

S singular

Pl plural

neg wrong negation

(w) word missing

pro wrong pronoun (= falsches Pronomen)

adv use the adverb

adj use the adjective

3rd p you forgot the "s" in the third person

Let the pupils try the system before you code their mistakes.

Give them a few sentences full of their **own** mistakes and a **few** codes.

Example: Try to correct the following text:

1 After the plane chrash we walked around for two ours. 1_{4, 10} Sp, Sp

2 One of the man pointed to the horses and said: "Where do you come from?" 2₄ Pl

3 The creatures was coming from a UFO and it was standing between their. 3_{2, 13} S, pro

4 I was in the wood and collect something to eat. My Parents are very happy to see me. 4_{7, 12, 13} T, Sp, T

5 Three hours later came a helicopter and we fly back. 5_{4-6, 9} WO, T

6 We rode not to the Indian camp. 6₂₋₃ neg

7 My brother collect stamps and minerals. 7₃ 3rdp