

THE ROLE OF ERROR CORRECTION IN ENGLISH CLASSES FOR SECONDARY PUPILS

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Introduction

Error correction is a vital skill for any language learner, teacher, or translator. It helps to improve one's accuracy, fluency, and confidence in using a language. However, error correction can also be challenging, frustrating, and demotivating if done incorrectly. In this article, the importance of error correction and some useful tips are discussed on how to do it effectively and efficiently. In order to improve students' level of English, the teacher should consider how to analyse errors of learners with target group. Especially in teenage years some students may become sensitive to negative feedback. Error correction is a crucial aspect of foreign language acquisition. It helps learners to develop a correct conscious mental representation of a rule or concept. However, there is evidence that error correction does not help subconscious acquisition. The goal of error correction is to provide users with the necessary information to understand a linguistic concept or rule correctly. Corrective feedback can be accomplished in different ways, including explicit correction of an error and explanation of a language rule, and recasting (Krashen). According to Freiermuth, error correction would result in the acquisition of the correct form only if the learner has been previously exposed to that particular language form. The teacher must determine the gravity of an error before deciding whether to correct it or not. Errors that significantly impair communication are at the top of the list, followed by errors that occur frequently, errors that reflect misunderstanding or incomplete acquisition of the current classroom focus, and errors that have a highly stigmatizing effect on the listeners. (Ferris D. 2012) Written corrective feedback, also known as grammar correction or error correction, has been a controversial topic in second language studies over the past fifteen years (Kasper G.). It is important to note that errors are an integral part of language learning. The learner of English as a second language is unaware of the existence of the particular system or rule in English language. Error analysis is one of the major topics in the field of second language acquisition research (Naimi A). The learner's native language can also influence the errors made in the second language (Ferris D.)

Goals and objectives

The essential goal of the project is to identify problems related to error correction in field of FLA and assist educators to improve language levels of students. the project is organized in school N43.

The main objectives include:

1. To give solutions for improving the way of teacher correction and giving feedback in audience.
2. To show importance and effectiveness of peer correction according to time management.

Learners' profile

This research is conducted among the fourteen-year-old students of 8th grade who study at school N30. The level of language skill is rather higher than other parallel schoolmates with B1 level. The needs of 8-B is being satisfied with the help of the book 'Prepare 8' and 4000 essential English words. The audience main need is improvement of their writing and speaking

skill. They do not want to work individually, that is, the students want to do hands-on projects with their groupmates. They do like present their speaking ability through project works and their writing skill in portfolios. They all are outgoing children, speaks with high speed and volume. The students do not recognize their simple errors while speaking. Teacher has difficulty with giving feedback for their mistakes. Because time is limited, only 45 minutes for a lesson. The current situation claims to try useful error correction techniques and methods in class.

Methods

1. Definition for the term of errors

Making mistakes is an important and helpful element of language acquisition because it allows students to experiment with language and assess their communication success. "Mistakes of students are typically categorized into errors and slips. Errors occur when learners try to say something that is beyond their current level of knowledge or language processing... Slips are the result of tiredness, worry or other temporary emotions or circumstances. We make them because we are not concentrating on what we are saying or writing..." (M. Spratt, A. Pulverness, M. Williams 2011)

Errors are an inevitable element of the learning process. They typically demonstrate that learners are learning and that their internal mental processes are engaged in language work and experimentation. Making mistakes teaches students that they don't know something and you try to correct it. When it comes to the reasons why foreign language learners make mistakes, the initial factor is the influence of the students mother tongue or L1 on the second language L2. Interference is the term used by international educators to describe this phenomena. This most obviously the case with pronunciation of absent sounds in Uzbek language such as /θ/, /ð/, /æ/, /kw/, /w/. Secondly, not putting article before singular nouns. Thirdly, Uzbek students find it difficult to locate syntactical items right in sentences. False friends are occasionally seen in the speech of Uzbek learners. For instance, onomatopoeic words have different utterance in several languages. Below the difference and similarities between Uzbek and English language.

2. Techniques to correct errors

There are different methods and techniques that teachers can use to provide feedback on errors in the EFL classroom. Some of the common ones are:

- Repetition: The teacher repeats the error with a rising intonation or a question tone to draw the student's attention to it and elicit self-correction.
- Reformulation: The teacher reformulates the error in a correct way and asks the student to repeat it.
- Body language and facial expressions: The teacher uses gestures, eye contact, or facial expressions to indicate that an error has occurred and encourage self-correction.
- Students' repetition: The teacher asks the student or the whole class to repeat the correct form after providing feedback.
- Note-taking: The teacher writes down the errors on a board or a paper and reviews them with the class at the end of the activity.
- Self or peer-correction: The teacher prompts the student to correct their own error or asks another student to provide the correction.
- Delayed correction: The teacher collects the errors during the activity and provides feedback at a later stage, either individually or collectively.
- Error codes: The teacher uses symbols or abbreviations to mark the type of error on the student's written work and asks them to correct it.

The choice of the feedback method depends on various factors, such as the type and frequency of the error, the purpose and stage of the activity, the level and preference of the student, and the style and personality of the teacher. Teachers should be aware of the advantages and

disadvantages of each method and use them appropriately and flexibly to suit the context and the learners' needs.

Students can correct their own errors by using various self-correction strategies. Some of the common ones are:

- Monitoring: Students can monitor their own speech or writing and try to identify and correct their errors. They can use dictionaries, grammar books, or online resources to check their accuracy.
- Repetition: Students can repeat their utterance after making an error and try to correct it. They can also ask the teacher or a peer to repeat the correct form and then repeat it themselves.
- Reformulation: Students can reformulate their error in a different way and try to express the same meaning. They can also compare their reformulation with the teacher's or a peer's feedback and see if they match.
- Note-taking: Students can write down their errors on a paper or a notebook and review them later. They can also write down the correct forms or explanations and practice them.
- Self or peer-assessment: Students can assess their own or a peer's performance and identify the strengths and weaknesses. They can also give or receive feedback and suggestions for improvement.
- Self or peer-editing: Students can edit their own or a peer's written work and mark the errors with symbols or abbreviations. They can also correct the errors and rewrite the work.

These strategies can help students become more aware of their errors and more autonomous in their learning. However, they also require the students to have some knowledge of the language rules and some motivation to correct themselves. Teachers can support the students by providing guidance, encouragement, and opportunities for self-correction.

The one thing to remember is the key to effective error correction is creating a supportive and encouraging environment where mistakes are seen as a natural part of the learning process. Vary your approaches to cater to different learning styles and preferences among students.

Conclusion

In conclusion, error correction plays a crucial role in the English as a Foreign Language (EFL) classroom, as it helps learners improve their language accuracy and proficiency. Throughout this article, we have explored various aspects of error correction, including its purpose, methods, and potential challenges. Firstly, error correction serves as a valuable tool for providing learners with feedback on their language production. It helps them identify and rectify their mistakes, which ultimately leads to more accurate and fluent communication. By addressing errors promptly, teachers can help students develop a deeper understanding of the target language and build their confidence in using it. Secondly, the choice of error correction methods is crucial in creating a conducive learning environment. Different strategies, such as immediate correction, delayed correction, and peer correction, offer distinct benefits and considerations. Teachers should carefully consider the needs and preferences of their students, as well as the specific learning objectives, when selecting an appropriate approach. Furthermore, it is important to strike a balance between error correction and fluency in the language classroom. While accuracy is essential, overly excessive correction can hinder students' fluency and confidence. Teachers should adopt a supportive and encouraging approach that allows learners to experiment with the language and take risks without fear of constant criticism. Additionally, understanding the potential challenges of error correction is vital. Teachers should be aware of individual learner differences, cultural factors, and the impact of error correction on motivation. By taking these factors into account, educators can tailor their correction strategies to meet the diverse needs of their students, fostering a positive and effective learning environment. Finally, it is worth noting that error correction should not be

limited to the classroom setting. Encouraging self-correction and providing opportunities for learners to practice their language skills outside of class can further enhance their progress. This can be achieved through various means, such as language exchange programs, online resources, or language learning apps. In conclusion, error correction is a powerful tool in EFL instruction that supports students in developing their language proficiency. By employing appropriate correction methods, fostering a supportive environment, and considering individual learner needs, teachers can optimize the benefits of error correction and help learners achieve their language learning goals.

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