

THE IMPLEMENTATION OF THE ECHO TECHNIQUE IN CORRECTING ORAL MISTAKES OF PRIMARY SCHOOL LEARNERS

Sayfullayeva Nigora G'ofurjon kizi

magistrant

Abstract: This article outlines a practical, classroom-tested approach to using the **echo technique**—a low-stakes, immediate form of corrective feedback—in primary English lessons (ages 6–11). After defining echoing and grounding it in second-language acquisition theory, the paper details step-by-step procedures, variations (full, selective, reformulative, and intonation echo), decision rules for when to echo versus correct explicitly, and child-friendly routines to protect confidence. Ready-to-use lesson stages, sample teacher-learner scripts, observation checklists, and a simple progress rubric are provided. The aim is to help teachers correct pronunciation, grammar, and lexis **without interrupting fluency or increasing anxiety**.

Keywords: echo technique, corrective feedback, primary EFL, noticing, recast, pronunciation, young learners.

1. Introduction

Primary learners need **frequent, fast, and friendly** feedback that keeps talk flowing. The *echo technique* fits this need: the teacher repeats a learner's utterance—wholly or partially—adjusting *intonation, stress, or form* to highlight the error and cue self-repair. Because it centers the child's voice and invites a fix rather than *imposes* one, echoing supports accuracy while preserving motivation.

2. What is the Echo Technique?

Echoing is the teacher's immediate repetition of a learner's output with a purposeful twist:

- **Full echo:** Repeat the whole sentence with rising intonation to mark the error.
- S: *He go to school every day.*
- T (rising intonation on "go"): *He **go** to school every day?*
- S: *He **goes** to school every day.*
- **Selective echo:** Repeat only the problematic chunk.
- T: *He **go**?* → S: *goes*
- **Reformulative echo (recast-echo):** Repeat correctly but stress the corrected part.
- T: *He **goes** to school every day.*
- **Intonation echo:** Keep words but signal the issue entirely through prosody/gesture.
- T (eyebrows raised, rising tone): *He **go**...?*

Unlike lengthy metalinguistic explanations, echoes are **brief prompts** that push children to notice and repair.

1. Gestures and/or facial expressions are useful when we do not want to interrupt learners, but still want to show them that they have made a slip. A worried or questioning look from the teacher is often

enough to indicate to learners that there is a problem with what they have said. As well as using facial expressions it is possible to use gestures to indicate different kinds of mistake. One gesture that teachers often use to remind learners that a past tense is needed is to point back over their shoulder. The gestures that teachers use depend on what is appropriate for their culture and teaching situation.

2. Phonemic symbols. When learners are familiar with phonemic symbols, we can use them to focus on mispronounced sounds by pointing at the relevant symbols on the phonemic chart or writing the relevant symbol on the board. For example, when a student uses a long vowel /u:/ when they should have used a short one /ʊ/, or when they mispronounce a consonant .

3. Echo correcting means repeating what a learner says with rising intonation . Repeating with rising intonation will show the learner that there is a mistake somewhere, because the rising intonation sounds like a question. This technique is effective when learners have made small slips which you feel confident they can correct themselves.

3. Why Echoing Works (Theoretical Rationale)

- **Noticing Hypothesis (Schmidt):** The echo makes the gap audible/visible so the child *notices* what needs changing.
- **Interaction & Output (Long; Swain):** Echoing occurs during interaction and prompts pushed output (self-repair).
- **ZPD (Vygotsky):** Echoes are a light-touch scaffold—just enough help for independent correction.
- **Affect & Primary Learners:** Echoing is non-threatening; it keeps the focus on meaning while gently nudging form.

Conclusion

For young learners, the echo technique provides **fast, gentle, and effective** oral correction. By spotlighting form through tone, stress, or selective repetition—while letting children *own* the repair—teachers protect confidence and build accuracy. With a short routine, clear decision rules, and simple tracking, echoing becomes a powerful habit that scales across pronunciation, grammar, and vocabulary.

References

1. Harmer, J. (2015). *The Practice of English Language Teaching* (5th ed.). Pearson.
2. Jorayev, J. (2023). Heydar Khorazmiy about the miniatures made for the manuscripts of the work "Gulshan ul-asrar". *Uzbekistan: Language and Culture*, 1(1).
3. Joraev, A. (2025). Improving the methodology for improving students' physical abilities using wrestling elements. *Academic Journal of Science, Technology and Education*, 1(3), 16-19.

4. Juraev, A. B. (2024). Formirovaniya razvitiya sportsmenov judoistov k podgotovke professionalnoy pedagogicheskoy deyatelnosti. *Science and Education*, 5(6), 254-258.
5. Juraev, A. B. (2024). MORPHOFUNCTIONAL STATE OF JUDO ATHLETES FOR THE PREPARATION OF PROFESSIONAL TEACHING ACTIVITIES. *Multidisciplinary Journal of Science and Technology*, 4(5), 579-583.
6. Juraev, A. B. (2024). Obucheniya k nagruzkam fizicheskoy podgotovki kak deyatelnost podgotovke shkolnikov. *Science and Education*, 5(2), 574-579.
7. Sennett, R. (2008). *The Craftsman*. Yale University Press. Yale University PressGoogle Books
8. Tulanova, M. (2025). METHODS OF PAIN MANAGEMENT IN PEDIATRIC DENTISTRY: MODERN APPROACHES AND CLINICAL RECOMMENDATIONS. *International Journal of Artificial Intelligence*, 1(4), 686-691.
9. Tulanova, M. (2024). Dental Implantation Planning: Instrumentation and Medication Support. *Spanish Journal of Innovation and Integrity*, 37, 88-90.
10. Tulanova, M. (2024). TYPES OF IMPLANTS: CLASSIFICATION, INSTRUMENTATION, AND MEDICATION SUPPORT. *Modern World Education: New Age Problems–New solutions*, 1(3), 67-69.
11. Fayziev, O. R. (2017). Necessity of population and development of problems and conditions in Uzbekistan and methodical aspects eyo opredeleniya. *Ekonomika i predprinimatelstvo*, (12-2), 305-309.
12. Davletov, I., Fayziyev, O., & Umarova, Z. (2023). Principles of consolidation of financial statements in accordance with international standards of financial reporting. *Tsentrarnoaziaty sky zurnal obrazovaniya i innovatsiy*, 2(5), 148-151.
13. Fayziyev, O., Saidov, M. A., & Abdurakhmonova, N. (2022). Analysis of the current situation of the use of resource potential in the development of the agrarian sector. *Evraziyskiy zurnal prava, finansov i prikladnyx nauk*, 2(13), 275-279.
14. Fayziev, O. R. (2015). Sotsialno-ekonomicheskoe znachenie vozdeleyvaniya maslichnyx kultur v Uzbekistane. *World science*, 3(3 (3)), 10-11.
15. Caiger-Smith, A. (1985). *Luster Pottery: Technique, Tradition and Innovation in Islam and the Western World*. Faber & Faber.
16. Sherzodovna, T. S., & Mamatkulovna, D. N. FEATURES OF CURRICULUM IN SECONDARY EDUCATION.
17. Mamatkulovna, D. N., Sherzodovna, T. S., & Rakhmonovna, B. M. (2023). IMPORTANCE OF A COMMUNICATIVE METHOD FOR TEACHING FOREIGN LANGUAGES. *INTERNATIONAL*