VOLUME 7, ISSUE 1, 2023 SPECIAL ISSUE

THE ROLE OF USING SUITABLE METHODS AND ACTIVITIES BY INTEGRATING ERROR CORRECTION INTO ENGLISH LESSON

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Annotation

The author of this article discusses methods and activities which can be helpful and suitable to work with students` mistakes appropriately and avoid discouraging students from progressing by not making mistakes. It also discusses a number of error correction types in details by giving examples and which methods are more suitable to what kinds of exercises and tasks.

Key words

Error correction, peer working, EFL classrooms, explicit and implicit methods, oral and written correction, and non-verbal methods.

In classes, error correction seems rather off-putting since making mistakes is not considered as a good case. By using effective methods and activities in classes, teacher might able to eliminate unpleasant case. To elaborate, depending on students` ages, teachers will manage to give corrective feedback to students. Sometimes, by the help of peer working, not only the student will be able to do that job, but also, they can improve their further skills not to make mistakes, even they do, they can manage correct themselves. Therefore, peer working comes in handy to help students work on their mistakes more effectively. Next thing is discussion, the discussion helps students work co-operatively and have broader view about that case since they find themselves listening to other`s opinions and reflect their views on them. In order to get behind error correction and how it affects learners, it is also necessary to take into account individual differences such as intelligence, language aptitude, motivation, risk taking, beliefs, age, proficiency, and memory. Individual differences affect the way a person notices error correction, and subsequently, they affect how a person benefit from it. Individual differences also encompass learners' attitudes towards error correction. Various studies have dealt with the topic, the general result being that the learners' attitude was positive, and they even preferred more error correction. Research conducted by Chenoweth, Day, Chun and Luperci offer some interesting insights, such as the finding that the learners found error correction as "facilitating – even necessary – for the improvement of their oral English". Furthermore, a study conducted by Kart Chava and Ammar helped to form the conclusion that "learners' positive attitudes towards CF [correction feedback] can positively affect the noticing of CF in the classroom". Even though error correction and feedback are necessary for the improvement of students, one always needs to be careful not to discourage learners and turn them away from learning. The learners did not feel agitated and continued to participate in the lesson, which serves as the basis of conclusion that

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they did not think of those ways of error correction as rough or severe, but the opposite, as helpful and stimulating.

Among the various methods used, repetition was surely employed, while the method of clarification request was also included in the lessons. One could argue that, since the secondary-school learners are cognitively more developed, there is a need to include more explicit error correction, since at that point this could strongly facilitate true error correction and the intake of the right form. However, in some classes, the learners in general were not that interested, and in my opinion, they did not pay much attention to error correction, either. Still, there were some classes who showed true interest and surprising knowledge, and while in those classes error correction was often not even needed, when it was, the learners embraced it and it was obvious that they were genuinely trying to take in the right form – they repeated it and corrected themselves. The occurrence of self-correction may point to positive attitudes towards error correction. However, as has been argued above, since numerous factors, including individual differences, affect the way one notices and uses error correction, the topic is open for debate and further research. However, learning or teaching a new language does not merely infer that it is the process of recognizing certain linguistic elements, but also constitutes cultural affairs which are an integral part of mastering the language. Traditionally, English language skills have been seen, and taught, as tools that can be learned in isolation, separately from the contexts in which they are to be used. The assumption seems to have been that, once mastered, language skills can be used successfully in any communication situation. This approach to foreign language education has been prevalent not only in our country, but in many other countries as well. In recent years, there has been a growing awareness that linguistic competence alone does not ensure successful communication. Therefore, foreign language learning has come to be seen as much more than a question of learning to master the vocabulary, the grammar and the idioms of the foreign language. In order to be able to use the language in real-life situations, it is argued, students also need to understand the link between language, context and culture and to work with and gain insight into some of the aspects of context and culture that come into play in situations of language use. Different sorts of error correction are used in the classroom in modern language instruction, including explicit and implicit methods, oral and written correction, and non-verbal methods including gestures and facial expressions. Any foreign language teacher should keep this in mind when correcting their students because, according to Schmidt's Noticing Hypothesis, corrective feedback only becomes internalized input when learners notice it. Teachers should consult with their students to determine the most effective method of feedback before implementing it.

To solve the communication problems in the target language in the EFL classrooms the learners need to learn the target culture within the syllabus, and the teachers should be sensitive to the learner's fragility so as not to cause them to lose their motivation. There exist two views in English as a Foreign Language teaching abroad that have been contradicting each other for a long time. Some English language teachers consider that the language should by all means be taught with reference to cultural characteristics, background and norms of English-speaking country. The others are certain that the language can easily be acquired even without applying to cultural affairs. However, recent researchers have discovered that culture is an integrative part of language and it cannot be separated, neglected or ignored in EFL classes.

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Learning a foreign language does not merely mean to acquire the structure of the language and how to use language skills perfectly, but language classroom must directly and indirectly address error correction elements, too. However, it should be highlighted that language teachers should not criticize their students for making a lot of errors. But in different approach they should ask why they did that mistake and explain how that should be written. Since the way students make mistakes, more than they did it correctly, the mistake will bear in mind profoundly and results in understanding the lesson in much details.

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KNOWLEDGE