

## The importance of error correction in foreign language learning

Hiloliddin ABSALOMOV<sup>1</sup>, Sirojiddin ESANOV<sup>2</sup>, Halim HAKIMOV<sup>3</sup>

Samarkand State Institute of foreign languages

Samarkand branch of the Institute of Retraining and Advanced Training of Physical Culture and Sports

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### ABSTRACT

This article describes the types of errors and the ways how and when to correct them. While learning a foreign language, for sure we can come across the errors and mistakes, and here we are going to share with you some experiences in overcoming them. One of the biggest dilemmas for teachers is to know when and if to correct students and how to do it. Over-correcting students might result in students losing motivation and the destruction of the flow of the class. The most appropriate thing to do is to talk to your students about error correction and discuss when they like to be corrected.

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## Chet tilini o'rganishda xatolarni tuzatishning ahamiyati

### ANNOTATSIYA

#### Kalit so'zlar:

chet tili,  
til o'rganish,  
xatolar,  
xatolar,  
xatolarni tuzatish,  
texnika.

Ushbu maqolada xatolar turlari va ularni qanday va qachon tuzatish usullari tasvirlangan. Chet tilini o'rganayotganda, albatta, biz xato va kamchiliklarga duch kelishimiz mumkin va bu yerda biz siz bilan ularni bartaraf etish bo'yicha ba'zi tajribalar bilan o'rtoqlashmoqchimiz. O'qituvchilar uchun eng katta dilemmalardan biri talabalarni qachon va qay tarzda tuzatish kerakligini va buni qanday qilishni bilishlaridadir. Talabalarni haddan tashqari tuzatish o'quvchilar motivatsiyasining yo'qolishiga va sinf oqimining buzilishiga olib kelishi mumkin. Eng to'g'ri narsa bu o'quvchilaringiz bilan xatolarni tuzatish haqida gaplashish va ular qachon tuzatishni xohlashlarini muhokama qilishdir.

<sup>1</sup> Lecturer at Samarkand State Institute of foreign languages. Samarkand, Uzbekistan.

<sup>2</sup> Lecturer at Samarkand State Institute of foreign languages. Samarkand, Uzbekistan.

<sup>3</sup> English teacher, Samarkand branch of the Institute of Retraining and Advanced Training of Physical Culture and Sports. Samarkand, Uzbekistan.

# Важность исправления ошибок в изучении иностранного языка

## АННОТАЦИЯ

### Ключевые слова:

иностраный,  
изучение языка,  
ошибки,  
ошибки,  
исправление ошибок,  
методика.

В данной статье описаны типы ошибок и способы, как и когда их исправлять. При изучении иностранного языка наверняка мы можем столкнуться с ошибками и ошибками, и здесь мы собираемся поделиться с вами некоторым опытом их преодоления. Одна из самых больших дилемм для учителей состоит в том, чтобы знать, когда и нужно ли исправлять учеников и как это делать. Чрезмерное исправление учеников может привести к потере мотивации учеников и нарушению потока в классе. Лучше всего поговорить со своими учениками об исправлении ошибок и обсудить, когда они хотят, чтобы их исправили.

## INTRODUCTION

As teachers, we are told that error correction is necessary. However, the value of error correction has long been discussed. Is what we are doing enough or should we stop altogether? In our post-method, eclectic, throw-everything-at-them-and-something-is-bound-to-stick era we need to be aware of the options available so we can decide what is best for us and our students. One of the biggest dilemmas for teachers is to know when and if to correct students and how to do it.

### MAIN PART:

One of the biggest dilemmas for teachers is to know when and if to correct students and how to do it.

Over-correcting students might result in students losing motivation and the destruction of the flow of the class.

The most appropriate thing to do is to talk to your students about error correction and discuss when they like to be corrected.

For your attention, here are some expert opinions on error correction have evolved over the years. Take a look at these quotes and consider which one most closely represents your personal opinion.

- Like sin, error is to be avoided and its influence overcome, but its presence is to be expected – Brooks (1960).

- Error correction is a serious mistake because it puts students on the defensive and causes them to avoid complex constructions – Krashen (1982).

- You should tell students they are making mistakes, insist on accuracy and ask for repetition – Harmer (1983).

- There is a place for correction, but we should not overestimate it – Ur (1996).

- Feedback on learners' performance in an instructional environment presents an opportunity for learning to take place – Larsen-Freeman (2003).

- Correction works best when done in context at the time the learner makes the error – Mackay (2007).

It is well known that in foreign language teaching, in our case it is English, there have traditionally been two categories, errors and slips. First of all, we have to

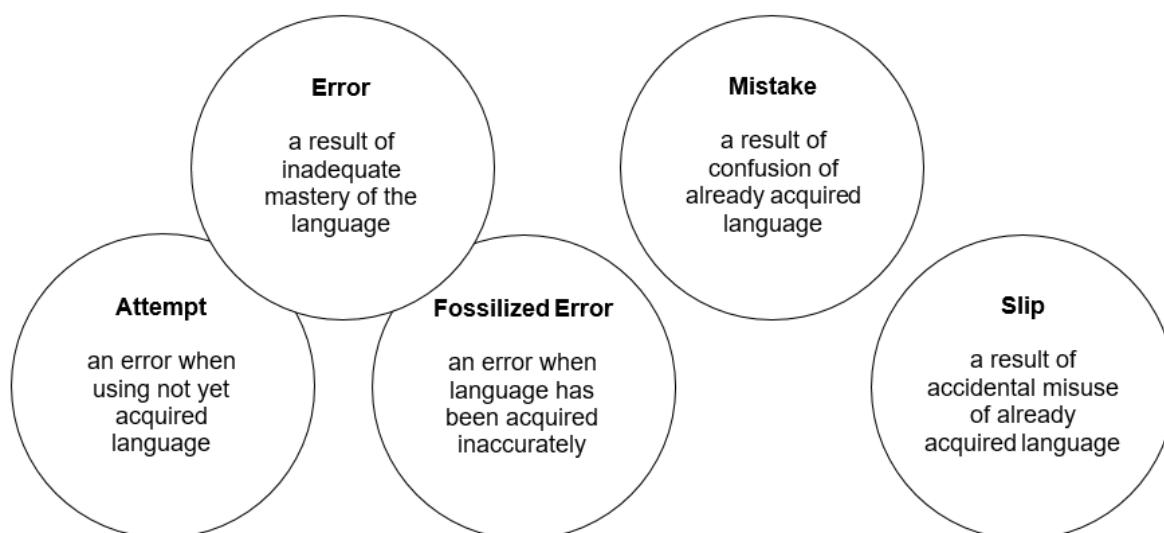
distinguish types of errors, what makes them to happen and then we have to find the way out how to correct the mistakes without demotivating the students.

Errors happen when a learner doesn't have sufficient knowledge of the language. This could occur when they have never been exposed the language and make an error because they have no prior knowledge to refer to. These are known as attempts. Or errors could come from the language having been acquired incorrectly and as far as they are concerned, they are correct. These are fossilized errors.

Slips are the opposite end of the error spectrum. Slips happen when a learner knows the language but due to the speed of conversation or other factors, they say or write something incorrect. These are often self-corrected or ignored. They even happen to native speakers when we mispronounce a word or mix up words in an idiom that we've used a million times.



There is a bit of a gap here. We need something to fill in the middle ground. That is what we refer to as mistakes. Mistakes happen when a learner forgets the language that they have already acquired. It's not that they don't have the language, it's that they haven't accessed it correctly. Typical mistakes would come from L1 influence and often involve the use of false cognates or word order. The over-application of L1 rules in L2 frequently causes mistakes. This could happen to native speakers too, especially children. The typical example is when they conjugate an irregular past verb incorrectly (e.g. **teached**) because they have learnt a new rule and they start applying it too much.



### When should we correct?

**Correcting errors** Errors are the most difficult to correct, because not only are you providing a correction, you are also providing the knowledge necessary to fill the student's gap in understanding. **Errors should always be corrected; however, you need to be very careful about when and how to correct them.**

### CORRECTING MISTAKES

Mistakes should be dealt with completely differently. Mistakes are not due to lack of knowledge. Therefore, if you delay correction, the student will look at the error and instantly know what the problem is. They will think something along the lines of "Oh yeah, I knew that". So, what have we achieved as a teacher at that point? We haven't helped to fill any gaps in knowledge.

Mistake	Correction	Note
It depends of the weather	It depends on the weather	Not the same as in Spanish
I've lived in Barcelon since six years	I've lived in Barcelona for six years	Since – for points in time For – For periods

That's why **mistakes should be corrected the moment they are made**, even during a fluency activity. If you correctly identified the problem as a mistake, not an error, the correction should be quick and easy.

### CORRECTING SLIPS

**Slips don't need to be corrected at all.** Slips are like your mother always confusing you and your sibling's names. You know that she knows who you are, she just can't ever seem to get it right. Correcting your mother may be satisfying for you as the corrector, but it's not going to help her understand better who you are. And it might just make her flustered.

### CONCLUSION:

It can be concluded that we've all been in the situation where we try to correct an error quickly, only to get pulled down a rabbit hole where before we know it the board is covered in example sentences, phonemes and an explanation of the present perfect continuous. So, whichever way you go about correcting your students, try to keep the

experience positive for the learner and try to avoid de-motivating the learner. The correction of errors has to be structured and formulated in a way that allows students to recognise how to form the correct language, but without breaking the flow of the class.

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