

MAJOR TECHNIQUES OF ERROR CORRECTION IN ELT

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Abstract

The article is intended to discuss types of error correction and main principles of it in order to improve learners knowledge in ELT classroom. , Error correction is a way to develop competence of language learners in a second or foreign language. It can be utilized for attaining knowledge of a second or foreign language, and in learning the language's rules.

Keywords: errors, error correction, feedback, English language, ELT.

Introduction

Error correction is an essential part of teaching English. Error correction helps learners improve their ESL skills. According to traditionally method of teaching, some teachers may only have one technique for correcting errors by telling when it happens. However, such kind of immediate-direct correction isn't very effective in teaching English. The reason by, the correction is understood as feedback by teachers. Feedback is effective where there is a lack of knowledge, especially the failure of students to use language without mistake. Thus, error correction is a way to develop competence of language learners in a second or foreign language. It can be utilized in order to attain conscious knowledge of a second or foreign language, and in learning the language's rules. It is necessary for language teachers to find out why their students make errors in the target language in order that the language teachers may attack errors at their basic cause and refer them before they are even made

In the frame of cognitive and communicative approaches the students' errors are seen as formation of their language competence or growing their inter language. However timely error analysis gives benefits:

- 1) language errors made by the learners can be a good input for teachers on how far the learners get progress and what areas need to be improved;
- 2) the errors can be an evidence for the teachers on how to learn a language and what kind of strategies are necessary to learners;
- 3) the errors found out can be used as feedback for the learners. It would seem that what is required is a differentiated approach toward handling error, which takes into account the nature of task being worked upon, the relative seriousness of the error made, the likely effect of correction on the particular learner who made the error, and realistic expectations of a long-term improvement as a result of any correction made. Current practice has proved that in communicative phases it is above all the truth value and comprehensibility of utterances that should be monitored. Thus incomprehensible sentences should be verified and reformulate for the learners. The teachers should make a note of formal errors made in communicative work. in order to remedy some of them at an suitable time. According to Clark (1987, p.217), the teachers need to use the form- focused correction in the lesson phases when the focus is on



particular forms, and where errors occur in the areas being concentrated upon. Educators (Edge, 1989, Long & Robinson, 1998) stress that learners should understand the value of correcting oral errors and the teacher should organize more selective error correction to avoid students' interruptions because overcorrection cuts off students' sentences, causes them to lose their train of thought, and prevents them from relating to a new sentence and corrections of all student, errors will also reduce their desire to say anything at all. In our opinion the following techniques are successful in area of error correction:

1. Self-correction. The students correct their own errors, however, the teacher plays a role by calling attention to the fact that a statement contains an inaccuracy.

2. Class-correction. The entire class may pay attention to the utterances of students, identify the mistakes in them, and correct them accordingly.

3. Teacher-Correction: When spotting a mistake made by a student, a teacher correct it.

4. Pinpointing. The teacher suggests repeating the student's sentence up to the error. This can be a very effective technique for correcting student generated sentences.

5. Rephrasing question. The teacher suggests rephrasing the question in order to reduce the number of words and to change an information question to a yes - no question. This technique should be used when the student indicates a lack of understanding of the question but does not make a grammatical error or shows a lack of understanding of an entire question. Or the teacher gives the grammatical variations of a key content word. With this technique, a student indicates difficulty forming a specific word, or teacher provides several possible answers to the question just asked, thereby relaxing the constraints.

6. Repetition. The teacher asks student to repeat the sentence containing the error. In this case the technique becomes deliberately ambiguous, the students do not feel they have been corrected.

7. Note-taking. Another useful technique is by noting them down. A teacher may take a notebook and write down the recurring mistakes/errors of his/her students so that he/she can, later on, devise a remedial activity to correct them.

The technique can be particularly effective. Instead of the teacher's providing possible answers, some students can do the same thing. The teacher can then return to the student who made the original error, and it will seem as if no correction had been made. It must be remembered that peer correction avoids unfavorable comparisons between students. One can achieve this by seeking examples from other students rather than by asking for explanations. Paraphrasing. The teacher suggests paraphrasing, or modeling the incorrect sentence with the proper substitution but without calling attention to the correction. The teacher should use this technique when a more direct correction would have a negative effect. The list of the error correction techniques can be continued but appropriate decisions about their using are made by the teacher based on the situation and condition of teaching.



Conclusion

The error correction of English language errors is still crucial and plays a vital role in English language learning in the EFL classroom for foreign and second language settings. Teachers can be helpful to students as a guide in developing the ability of the students to correct written or spoken English errors in the English language teaching classroom.

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