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ERROR CORRECTION AS PART OF A TEACHING PROCESS

The article discusses error correction as an important part in English language teaching. The reasons for making errors and types of errors, as well as the timing and focus of error correction, are analysed.

The theoretical basis of the article is the views of D. Tedik, J. Edge, P. Ur, and J. Scrivener on errors and their correction, which have been taken into consideration and developed in relation to the context of Baku Slavic University. It is demonstrated that errors can be attributed to interlanguage, intralanguage factors, contextual, and situational aspects. The types of errors may include lexical, phonological, grammatical, and pragmatic mistakes. Errors can be corrected by teachers, students themselves or by classmates.

The aim of this article is to assist teachers and instructors in dealing with errors made by students.

While writing the article, methods of theoretical analysis and generalisation are used.

As a result of the study, it has been found that errors are an inherent part of the educational process. A controversial issue arises regarding that who, when, and how mistakes should be corrected. The conclusion drawn is that, first, it is necessary to determine the cause of the error.

The article concludes by providing information on various methods of oral and written correction of errors. It is noted that there is no single approach that is suitable for all students or circumstances. The correction of errors depends on the individual teacher. Given that learning without error is not possible and that errors play a significant role in the development of the learning process, this article has exceptional importance.

Keywords: error making reasons; types of errors; tasks for error correction; exercises; learning the English language.

Introduction. It is a rare process to do something for the first time without mistakes. The same thing is about second language learning. It is unavoidable to make mistakes while learning English. Typically, it is the students who make mistakes and teachers who correct them. It does not matter how clearly the teacher explains, which methods he/she uses, students make numerous mistakes, they will have mistakes, because this is a natural process. In reality,

error making indicates that the teaching process is taking place. The main thing is not errors themselves, but the reasons for their making, when and how to correct and by whom these mistakes must be corrected.

Commonly, when to correct mistakes is an individual matter, because if the mistakes are frequently corrected, then students may become unmotivated, lose their interest and self-confidence, and answer only when they are sure. On the other hand, if mistakes are not corrected at all, students will never speak and write accurately.

The opinions on error correction of different scholars and experts in the fields of methods and approaches to foreign language acquisition differ. Specifically, some of them are for correcting mistakes right on the spot, others think that immediate error correction will have no result, even may have negative influence on the teaching and learning process. Modern researchers point out that the right approach is to correct only for a helping purpose. The adherents of the Audiolingual method claim that mistakes must not be allowed, whereas the adherents of the Natural method (Krashen, 1983) assert that error making is a sign of natural development and the proponents of Communicative Language Teaching avouch that errors are part of the learning process. J. Hattie and G. Yates (Hattie, Yates, 2013) posit that error correction badly influences students' motivation. But P. Ur (Ur, 2012) states that error correction depends on context and individual differences of students. At the same time, it should be taken into account that error correction is supposed to differ for junior and senior students.

The main goal of this article is to show the causes of errors during learning foreign languages (specifically, English) and propose activities conducive to error correction.

Reasons of error making. Before correcting mistakes, we must investigate why students make mistakes. So, there are three

main reasons why students make mistakes. They are:

1. The interlanguage reason (the influence of the mother tongue) – this reason is mainly encountered at the beginning of the English language teaching, for example, in Azerbaijani thenoun does not agree with the numeral, so instead of five pens an Azerbaijani student says five pen? The sentence structure in the Azerbaijani Language is as “*subject-object-predicate*”, but in English it differs and is as “*subject-predicate-object*”. So, because of the interlanguage reason an Azerbaijani student says “*Melanie the poor helps*”, but he/she has to say “*Melanie helps the poor*”.

2. The internal language reason – it is a frequently faced reason. For example, students learn that the plural form of nouns is formed by “-s / -es”, that is why he/she says *childs*, not *children*, *oxes* not *oxen*, oras they learned that making a plural form of countable nouns ending, with “f” they have to change “f” to “v” then add “-es”, and the word *chief* becomes *chieves*, but it is *chiefs*. Orfor making Past Simple he/she knows that he /she has to add “- ed” at the end of the verb, as in *play – played*, so he adds “-ed” to *go – goed*, *read – readed*, *cut – cutted*, too. That is why for each rule additional time must be given to exceptions.

3. The context of teaching. While speaking about this reason, three factors – the material under study, learning conditions and teacher are taken into account. Error making may be caused by the teacher’s unclear instruction, the inappropriateness of the material or its inconformity withthe students’ level, in which case they may not understand it. That is why it is for the teacher to use the relevant method, and pick up the adequate material, and teach it clearly to motivate students.

Scholars have investigated the reasons for students’ making mistakes. One of them is J. Edge. In her book “*Mistakes and Correction*” (Edge, 1989), she defines four main causes of making mistakes:

- students’ mother tongue interferes with teaching English;
- students learn rules, but they cannot apply it: it is part of the teaching process;
- students try to express their feelings and ideas despite he/she is right or wrong;
- when he/she is in a hurry.

J. Scrivener (Scrivener, 2011) notes that while correcting mistakes, teachers must take into account the following:

1. What is the type of mistake?
2. Must this mistake be corrected?
3. When must this mistake be corrected?

4. Who must correct the mistake?

5. How must the mistake be corrected?

Types of mistakes. There are the following types of mistakes:

- Lexical mistakes – word mistakes;
- Phonological mistakes – pronunciation mistakes;
- Syntactical mistakes – grammatical mistakes;
- Descriptive mistakes – wrong understanding of the speaker’s aim and wish;
- Pragmatic mistakes – breaking communication rules.

Lexical mistakes. Before, lexical mistakes were not given much attention, but this has recently changed. In fact, sometimes the significance of lexical errors is greater than that of grammatical errors. The main reasons for making lexical errors include:

- Borrowings – as it is known, approximately 35% of words in the English language are derived from French. The words with Latin (anonymous), German (wanderlust), and other origins also make up a significant portion of the English lexicon, although in recent years, we have seen an increasing number of words from Italian (pizza, macaroni), Japanese (karaoke, sushi), Chinese (ketchup), Arabic (Safari), Turkic (kebab), and Portuguese (massage) origin. This trend is due to the increasing internationalization of our society and the development of trade and cultural exchanges with other countries.

– Lexical adaptation L1 to L2, for example, instead of “Hello, friend” an Azerbaijani student says “Salam, bro”.

– Semantic mistakes – the student learns that “very” and “many” have the same meanings and instead of “many” they can mis

– use “very”, as:

– There are *very* bookstores in my city (here not *very*, but *many* must be used);

– I love apple *many* much (must be *very*, not *many*).

Let’s have a look at another example – “I have ten years old”, but it must be “I am ten years old”.

– Spelling errors are one of the most common types of lexical errors, for example, beautiful - *beatifull*, *speak – spiik*, *brown – braun*, and so on.

– Construction mistakes – while making a sentence, students often make this type of mistake.

I do a lot of mistakes. – I make a lot of mistakes.

I want to intoudece you myself. – I want to introduce myself to you.

Phonological errors. When one phoneme is substituted for another, phonological errors

occur. For example, in the word “machine”, students may pronounce it as [mə'tʃi:n] instead of [mə'ʃi:n]. This is because they have learned that the letter combination “ch” is pronounced as [tʃ]. Let's take another example, such as the word “cycle”. In this case, there are two “c” sounds, but they are pronounced differently. The first “c” is pronounced [s] and the second “c” is pronounced [k]. The correct pronunciation of “cycle” is [saɪkl].

Morphological errors can also occur in this context. The suffix *-ed*, used to form the Past Simple Tense of verbs, may be pronounced as *-t*, *-d*, or *-id*. For example, when a student hears [wɒʃt], he/she writes *washt* instead of *washed*. The plural suffix *-(e)s* can be pronounced as [s], [z] or [ɪz]. For example, students may write “penz” instead of “pens”, or they may pronounce “pens” as “penz”.

Syntactical errors. Grammar is a fundamental part of language. Without a sound knowledge of grammar, we cannot express our feelings, thoughts, and ideas accurately. Syntax, as a component of grammar, teaches us how words and phrases are organized within a sentence and make sense. In the following example, we can see the significant role that syntax plays in our speech and written communication:

Ayan helped Leyla with great pleasure.
Leyla helped Ayan with great pleasure.
Helped Ayan Leyla with great pleasure.
With great pleasure Ayan helped Leyla.
Syntactical errors include:

– incorrect comma usage.

I love helping my mummy and feeding my cat.

I love helping, my mummy, and feeding, my cat.

The first sentence is grammatically correct, but due to the use of commas, the second sentence is not correct and has a different meaning and intonation.

– Incorrect use of sentence fragments: The students with a strong command of a foreign language can understand sentence fragments, but those who do not have a good command of English may misinterpret them.

Descriptive errors. In order to attract the attention of our interlocutors in oral and written communication, we must make our speech lively and interesting. Therefore, one of the important aspects is to avoid descriptive errors. By descriptive errors, we mean:

- Repeating the same words;
- Being subjective rather than objective;
- Not using the five senses – sight, hearing, smell, touch, and taste;
- Using an indefinite genre of speech;

– Using a lot of abstract words;

To avoid descriptive errors, speakers and writers should use adjectives and adverbs, rather than abstract words (for example, instead of “poverty”, they could describe the location and living conditions). The author should first define the genre – romance, thriller, detective, science fiction, etc.

Pragmatic errors. These are errors that occur during communication and can lead to misunderstandings. They can include:

- linguistic pragmatic errors;
- social pragmatic errors.

J.Edge has also defined a classification of errors. She has categorized errors into three categories: omission, misspelling, and effort. An omission is a minor error that a student can correct with the help of a teacher or other students, such as omitting the “-s” at the end of a verb in the third person singular in Present Simple. However, if a student is unable to correct his or her error with the assistance of others, this type of error is classified as a misspelling. If none of the students are able to correct the error, the teacher must re-teach the rule. Sometimes, students attempt to use an untaught rule when expressing their thoughts, which is referred to as an effort error. J. Edge emphasizes that not all errors need to be corrected; rather, they should be selected.

Let's discuss the concepts of “error” and “mistake”. A mistake occurs when a student makes a slip due to fatigue or self-correction. An error, on the other hand, is a recurring mistake, such as when a student consistently uses the incorrect form of a verb in a sentence. For example, if a student repeatedly says “She can sing”, it indicates that they do not understand the rule regarding the use of “-s” or “-es” after modal verbs. Therefore, it is essential for the teacher to employ various methods to teach this grammatical concept.

Error correction. **Currently, the term “feedback” is predominantly used instead of “error”.** D. Tedick (Tedick, 2013) views feedback as a remedial process and identifies the following types of error correction:

– Explicit correction – the teacher shows that the student makes a mistake and corrects it. For example:

S: He read a novel.

T: He reads a novel.

– Recast – the teacher does not directly correct the student's mistakes. Instead, they repeat the sentence in the correct form.

S: He read a novel.

T: Yes, he reads a novel.

– Clarification request – the teacher indicates that there may be an error and the student corrects it independently.

S: He read a novel.

T: Sorry?

S: He reads a novel.

– Metalinguistic cues – the teacher does not provide the correct answer directly, but rather asks questions related to the grammatical rules, allowing the student to self-correct their mistakes.

S: He read a novel.

T: third person singular “-s”

S: He reads a novel.

– Elucidation, prompting – the teacher interrupts the student, asks them to identify and correct the error.

S: He read a novel.

T: Say it again.

S: He reads a novel.

– Repetition – the teacher replicates the student’s mistake by altering their tone of voice and intonation.

S: He read a novel.

T: He **read** a novel.

S: He reads a novel.

– Body language and mimics.

Mistakes can be corrected promptly or deferred. This depends on various factors. One such factor is the nature of the lesson. For example, if new vocabulary is being taught, pronunciation errors should be corrected immediately, whereas if fluency in reading is the focus, delayed correction may be more appropriate. The teacher may seek assistance from students, asking them when they prefer to be corrected. To this end, the teacher may use traffic light-style indicators – red, yellow, and green cards – placed on each student’s desk. A red card indicates “no correction”, a yellow card indicates “important mistakes”, and a green card indicates “as many mistakes as possible”. By raising one of these indicators, students demonstrate their preference.

The decision to correct or not to correct mistakes in a lesson also depends on its objectives. If the primary goal of the lesson is to improve speech accuracy, mistakes should be corrected immediately. However, if the focus is on fluency, errors may be corrected later or the teacher may choose a different approach that does not hinder the student’s ability to communicate.

Mistakes can be corrected by teachers, students themselves, or other students. There are advantages and disadvantages to teacher correction. To be clear, the positive aspects include time saving, immediate correction, and ensuring that all students hear the correction. However, a teacher-

centered approach and discouraging students to correct themselves are negative aspects. The teachers should use different techniques to correct mistakes, as using the same method repeatedly can reduce its effectiveness. Students can record their speech and listen to it later to correct their mistakes. When other students correct, all students are more attentive and motivated, which can lead to better collaboration. However, this approach also has the potential to cause conflict among students or lead to incorrect corrections. Students should be aware that:

– A student is not corrected directly, but mistakes in their speech are corrected.

– Making mistakes is normal and students should learn from them.

– It is more appropriate for students to correct their own mistakes or those of their peers.

– If necessary, the teacher will make corrections, but this is only the first stage, as during communication, students should strive for accurate and fluent speech.

At the same time, the teacher should be attentive to mistakes, whether they are new or repeated. If a mistake is new, it is understandable, as it may be an indication of the student learning new words or grammatical structures. However, if a mistake is repeated, this is a cause for concern. Such errors must be addressed and corrected.

The teacher should not use phrases such as “No, you’re wrong!” as this may make the student feel ashamed and may even cause an active student to become passive. It must also be noted that correction of errors is not always beneficial for the student.

On occasion, students may become bored with frequent error correction. Therefore, teachers should consider using various types of games to correct errors. The aim of these games is to encourage students to identify, correct, and remember errors. Teachers can employ oral and written games. Oral games might include:

– *Mistake finding competition.* Students are divided into groups and try to find as many mistakes as they can. The number of mistakes is said beforehand. The group that could not find right mistakes leaves the game. In the example of the following essay, the teacher says that there are 12 mistakes and groups must find out and correct them.

– *Mistake-finding competition:* The students are divided into the teams and tasked with identifying as many errors in a given text as possible. The number of errors is predetermined. The teams that fail to

identify all errors are eliminated from the competition. For example, in the case of the provided essay, the instructor informs the students that there are 12 errors and the teams must locate and correct them all.

How can I ask something in the bank

First I decide why I go to the bank and what I want to do there. Then I go to the bank and take order number. I am less than 18, that is why I can not go without my parents. One day I went and give them money and asked one 200 manats. They said me: "Give your passport". I showed them, they said : "We can not help you, sorry."

In future when I go to bank firstly at home I will take order number online, from bank's application. Because every time there are many people and we can not wait. I asked worker what is my problem. For example, "I want to change money or my bank card has

problems. When I asked to workers I need my passports

For example, I want to get new bank card. I need write application. Then sign contract.

As my experience, if you are smaller than 18, you can not go or do without your parents. In modern life people do not need go to bank and ask something. We can solve our problems online with application and with bank's online assistents.

– *Work in pairs.* Students are divided into A and B groups. Group A finds mistakes Group B and vice versa. The group who finds and corrects all mistakes wins.

– *Work in pairs.* The students are divided into two groups, A and B. Group A will find mistakes made by Group B, and vice versa. The group that finds and corrects all the mistakes first will be the winner.

Group A	Group B
I can say that, I buy flowers at every evident for my mom and I think that this is also way of congratulation.	Good and cute words make people to smile.
We also can to congratulate people for their success in different jobs and activities.	Congratulate people, make they happy and you will alsobe happy.
I will sing song about best friends.	If I have a difficult to share, I do so gently.
If advice don't be useful, correct and whole, else this advice is not good.	Giving wrong advice is not a good ability, because it is not help another people's life.
If you go bank at the first time, but you don't know anything about bank or some questions, you must go at reception.	The first, most basic step in giving advice is to not judge the other person.
When you give advice the idea is to give to someone the tools to make their own decision, not make decision for them.	Try to remove your own opinions from the conversation and just focus on helping them come to their own conclusion.

– *Management of error identification.* The students attempt to identify errors in the text or sentence, and the teacher indicates how many errors remain (errors that students have corrected incorrectly are also included). This activity continues until all errors have been identified.

People extend congratulations to each other on a variety of occasions, such as birthdays, engagement parties, weddings, and holidays, among others. The manner in which we extend our congratulations can have varying effects depending on the words we choose. Therefore, it is important to carefully select our words when extending our congratulations. Occasionally, the words we employ may come across as rude, even though we may not have intended for them to be so. For instance, when wishing someone a happy birthday, it would not be appropriate to point out their age. Instead, it is better to simply say "Happy Birthday!" and then offer them wishes for good things. Another occasion when we congratulate people is at weddings. We should express our congratulations to the bride and groom by wishing them a happy married life and a bright future together. We may also present gifts to people as a form of congratulation. For instance, during the New

Year holiday, many families exchange gifts with each other and place them under the Christmas tree, then they gather together to open their presents. Typically, people also include notes inside the gift with heartfelt wishes for the recipient. These notes can be as significant as the gift itself, as they convey the feelings and sincerity of the giver. Sometimes, simply being there to support someone can be more meaningful than any material gift.

– *Is there any error in this game?* Two cards, "A" and "B", are given to the students. Two sentences, one correct and one incorrect, are provided, following the same grammar rules. Occasionally, both sentences may be correct or incorrect, depending on the purpose of the exercise. The student raises the card corresponding to the incorrect answer. For example, "A: I drank a glass of water". "B: Children broke the glass by the window". The student would raise card "B". Or "A: I need current news". "B: Information is not clear". At this point, the student must raise both cards.

– *Reaction to the mistake detection.* The teacher reads a text and, when students detect a mistake, they raise their hands. For

each correct response, they receive a point. However, if they are unable to identify a mistake, they lose a point. At the conclusion of the activity, the student with the most points wins.

Now, let's examine the written correction process:

– *Using a “grass stick”.* The teacher writes all the mistakes made by students in their essays on a separate piece of paper – a grass stick – and sticks them on the wall, dividing the students into groups of three. Each group must take a grass stick one at a time, return to their seats, correct the errors and show the corrected version to the teacher. If the response is correct, the next student in the group continues, but if it is incorrect, they must return to their seat and think about the error. The group with the most sticks wins.

If you will not be calm or will be angry.

Mathematicians are numbers, fractions, operations and others.

Some mistakes don't accept with apologize.

I will not finished my study.

But you must become in prison.

Before give advice, you thing good.

– *Sticky notes.* The teacher uses sticky notes to indicate incorrect answers on the board. Students are divided into groups and assigned a number. They then receive a set of sticky notes. They spend the entire class period walking around, writing the corrected answers on their sticky notes and attaching them to the appropriate place on the board.

I study at university and I should graduated well.	We spends a week in Italy each year.	That mean “a” is a dividend which is divide by “b”.
If my best friend will married with her boy-friend, I want congratulated my best friend.	Ross ates all the chocolates.	That's effect will too bad for everyone.
Because it's help another people.	You first believe your friend.	I am give advice for example about lesson.

– *Matching game.* This activity consists of two phases. The teacher will prepare cards with errors and cards with explanations of these errors. She/he will then distribute these cards to students. Students will match the cards with errors with their corresponding explanations. In the subsequent phase, the teacher will collect the explanation cards and students will write their own explanations.

Conclusion. In the article, the opinions of numerous scholars and methodologists were consulted and it was concluded that mistakes are an integral part of the learning process. The controversial issue is who, when, and how mistakes should be corrected. In summary, the first step is to determine the cause of the error.

The group that has the most correctly placed sticky notes at the end of the activity wins.

– *Right or wrong?* Students are split into two teams. Mistakes in their written work are listed on cards A and B. If a mistake is listed on card A, the corresponding correct answer must be listed on card B. The students have approximately ten minutes to find and correct the mistakes, and at the end, all mistakes are discussed.

1. *You do not apologize with only words, you can big things.*

2. *Another way of congratulate people is buying gift for them.*

3. *This means I should can enjoy my life.*

4. *When I asked to workers I need my passport.*

a. *Another way of congratulating people is to buy gifts for them.*

b. *I asked workers when I needed my passport.*

c. *This means I can (or should) enjoy my life.*

d. *You should not apologize only by words, you can do more things.*

– *Zero X game.* The teacher prepares a large grid for the “X-O” game and writes incorrect sentences from students’ work on it. The students are divided into “X” and “O” teams. Each student chooses one of the squares on the grid, corrects a mistake, and writes an “X” or “O”. The team that fills horizontal, vertical, or diagonal lines on the grid wins the game.

Based on the aforementioned research, it can be inferred that there is no one-size-fits-all approach for all students. It is up to the teacher to decide when and how to correct errors. Timely and constructive feedback can lead to fewer errors, increased motivation, and better outcomes. We must remember that “we learn from our mistakes”.

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ВИПРАВЛЕННЯ ПОМИЛОК ЯК ЧАСТИНА НАВЧАЛЬНОГО ПРОЦЕСУ

Анотація. У статті йдеться про причини помилок, їх різновиди, а також про те, коли і хто має виправляти помилки. Авторка дотримується думок Д. Тедік, Дж. Ейдж, П. Ура та Дж. Скрівенера про помилки та їх виправлення. У статті зазначено, що причинами помилок є міжмовні, внутрішньомовні особливості, контекст та ситуація, лексичні, фонологічні, синтаксичні, описові та прагматичні типи мовних одиниць та помилки можуть бути виправлені викладачами, самими учнями або однокласниками. Наприкінці статті надано інформацію про різні способи усної та письмової корекції. Якщо врахувати, що навчання без помилок немає, а помилки відіграють величезну роль у розвитку процесу навчання, то стаття має актуальне значення.

Мета дослідження – показати причини помилок під час навчання іноземним (зокрема англійської) мов і як їх виправляти за допомогою вправ.

Методи. При вивченні цієї проблеми використовувалися комунікативне навчання, метод послідовностей, теоретичний аналіз та методи узагальнення.

Оригінальність. При вивченні англійської мови неминучі помилки. Учні роблять помилки, а вчителі – виправляють їх. Неважливо, наскільки зрозуміло пояснює викладач, які методи він використовує, учні

все одно припускаються численних помилок, адже це природний процес. Насправді помилки вказують на те, що навчання має місце. Головне не самі помилки, а їх причини, коли, як і кому їх виправляти.

Результати. У статті використано точки зору багатьох учених і методистів та встановлено, що помилка є частиною навчального процесу. А спірним є питання: хто, коли і як має виправляти помилки, зважаючи на те, що спочатку необхідно визначити причини помилок.

Висновки. З викладеного вище можна дійти висновку, що немає однозначних рекомендацій для всіх студентів, розрахованих на будь-які умови. Від учителя залежить, коли та як виправляти помилки. Своєчасний зворотний зв'язок може призвести до зменшення кількості помилок, підвищення мотивації та кращих результатів. Ми не маємо забувати, що «Ми навчаємось на своїх помилках».

Ключові слова: причини помилок; види помилок; завдання на виправлення помилок; вправи; навчання англійській мові.

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