

ERROR CORRECTION TECHNIQUES IN ENGLISH LANGUAGE TEACHING*Babajanova Zumrad Igor kizi**Teacher at Urgench state pedagogical institute**zumradbobonova3@gmail.com*

Abstract: This article examines the role of error correction techniques in English language teaching, emphasizing their impact on improving linguistic accuracy and fluency. It explores various correction strategies, such as immediate and delayed feedback, explicit and implicit correction, and the use of self- and peer-correction. The discussion is supported by cognitive and linguistic theories that explain how these techniques influence language acquisition. Additionally, the article highlights best practices for teachers, stressing the importance of maintaining a balance between correction and encouragement to sustain student motivation. By reviewing relevant research and practical applications, this article provides educators with effective approaches to handling errors in language learning while fostering a supportive and engaging classroom environment.

Аннотация: В данной статье рассматривается роль методов коррекции ошибок в преподавании английского языка, подчеркивая их влияние на повышение языковой точности и беглости речи. Исследуются различные стратегии исправления, такие как немедленная и отложенная обратная связь, явная и неявная коррекция, а также использование самокоррекции и исправления ошибок сверстниками. Обсуждение подкрепляется когнитивными и лингвистическими теориями, объясняющими, как эти методы влияют на процесс усвоения языка. Кроме того, в статье выделяются лучшие практики для преподавателей, подчеркивая важность поддержания баланса между исправлением ошибок и поощрением учащихся для сохранения их мотивации. Анализируя соответствующие исследования и практические приложения, статья предлагает эффективные подходы к исправлению ошибок в процессе изучения языка, способствуя созданию благоприятной и вовлекающей образовательной среды.

Annotatsiya: Ushbu maqolada ingliz tilini o'qitishda xatolarni tuzatish usullarining o'rni ko'rib chiqilib, ularning til aniqligi va ravonligini oshirishdagi ahamiyati ta'kidlanadi. Turli xil tuzatish strategiyalari, jumladan, darhol va kechiktirilgan fikr-mulohaza, ochiq va yashirin tuzatish, shuningdek, o'z-o'zini va tengdoshlar tomonidan tuzatish usullari tahlil qilinadi. Muhokama ushbu texnikalarning til o'zlashtirish jarayoniga ta'sirini tushuntiruvchi kognitiv va lingvistik nazariyalar bilan asoslanadi. Bundan tashqari, maqolada o'qituvchilar uchun samarali usullar ko'rsatilib, xatolarni tuzatish va o'quvchilarni rag'batlantirish o'rtasidagi muvozanatni saqlash muhimligi ta'kidlanadi. Tadqiqotlar va amaliy tajriba sharhlari asosida ushbu maqola til o'rganish jarayonida xatolar bilan ishlashning samarali yondashuvlarini taklif etadi hamda qo'llab-quvvatlovchi va jalb qiluvchi sinf muhitini yaratishga ko'maklashadi.

Keywords: Error detection, Feedback methods, Learner self-correction, Peer review, Direct correction, Indirect correction, Error classification, Ongoing assessment, Language precision, Speaking and writing fluency

Ключевые слова:Обнаружение ошибок, Методы обратной связи,Самокоррекция учащихся, Рецензирование сверстников ,Прямая коррекция, Косвенная коррекция ,Классификация ошибок, Непрерывная оценка,Языковая точность, Беглость устной и письменной речи

Kalit so‘zlar:Xatolarni aniqlash,Fikr-mulohaza usullari, O‘quvchining o‘zini o‘zi tuzatishi,Tengdoshlar tomonidan ko‘rib chiqish, To‘g‘ridan-to‘g‘ri tuzatish, Bilvosita tuzatish, Xatolarni tasniflash, Doimiy baholash, Til aniqligi, Og‘zaki va yozma ravonlik

Introduction

Error correction is a key component of English language teaching, influencing how well students develop both accuracy and fluency. Mistakes are an unavoidable part of learning, and the way teachers address them can significantly shape students' progress and confidence. Effective error correction methods help learners recognize their errors, refine their language skills, and become more competent communicators.

There are multiple approaches to error correction, depending on factors such as the learner's proficiency level, the type of error, and the teaching objectives. Some errors require immediate attention to prevent incorrect usage from becoming habitual, while others benefit from delayed feedback to encourage student reflection. Additionally, whether correction is direct (explicit) or indirect (implicit) can impact how students internalize language rules.

This article explores different error correction techniques, their effectiveness in various contexts, and best practices for teachers. It also discusses how to balance error correction with motivation, ensuring that feedback enhances learning rather than discouraging students.

Common Errors in Language Learning

Errors in language acquisition can be grouped into several categories:

1. Grammar Mistakes – Errors in sentence structure, verb tenses, subject-verb agreement, etc.
2. Vocabulary Errors – Incorrect word choice due to misunderstanding meanings or usage.
3. Pronunciation Issues – Mispronunciations that may cause miscommunication.
4. Spelling Mistakes – Errors in written text that may alter meaning.
5. Pragmatic Errors – Misuse of language in specific social or cultural contexts.

Recognizing these error types helps educators apply the most suitable correction techniques.

Error Correction Techniques

1. Direct Correction

The teacher clearly points out the error and provides the correct form.

Example: Student: "He go to school every day."

Teacher: "He goes to school every day."

2. Indirect Correction (Recasting)

The teacher reformulates the incorrect sentence in a grammatically correct way without directly pointing out the mistake.

Example:

Student: "She don't like apples."

Teacher: "Oh, she doesn't like apples? I see."

3. Encouraging Self-Correction

The teacher prompts the student to find and correct their own mistake.

Example: "Try that sentence again. Think about the verb form."

4. Peer Correction

Students correct each other's errors, promoting collaborative learning.

Works well in group discussions and writing activities.

5. Metalinguistic Feedback

The teacher provides clues about the mistake instead of directly correcting it.

Example:

Student: "He go to school."

Teacher: "Think about subject-verb agreement. What do we add for 'he'?"

6. Using Error Codes in Writing

Teachers mark errors in written assignments with codes representing the type of mistake.

Example:

T (tense), SP (spelling), WW (wrong word choice).

7. Delayed Error Correction

The teacher takes note of mistakes and provides feedback after the activity rather than interrupting students during communication-focused exercises.

8. Reformulating Responses

The teacher restates the student's incorrect sentence correctly while maintaining the intended meaning.

9. Raising Awareness of Errors

Students are encouraged to notice patterns in their mistakes and reflect on ways to improve their accuracy.

Best Practices for Effective Error Correction

1. Maintain a Balance Between Fluency and Accuracy – Prioritize correcting errors that impact meaning while allowing room for natural communication.
2. Use Positive and Constructive Feedback – Avoid overly critical corrections that may discourage students.
3. Adjust Techniques Based on Proficiency Levels – Beginners often need explicit correction, while advanced learners benefit from self-correction.
4. Give Clear and Practical Explanations – When correcting, provide a reason or example to reinforce understanding.
5. Encourage Active Student Participation – Engage students in peer feedback and self-correction activities.
6. Leverage Technology for Error Analysis – Use language learning apps and AI-powered tools to support correction processes.

Challenges in Error Correction

While error correction is essential, it comes with certain challenges:

Risk of Overcorrection: Too much correction can create anxiety and reduce participation.

Selective Correction: Teachers must determine which errors to address and which to overlook based on their impact.

Student Sensitivity: Some learners may feel discouraged or embarrassed when corrected.

Time Constraints: Providing detailed feedback for every student can be difficult in large classes.

To overcome these challenges, teachers should take a flexible approach that promotes error correction as a learning tool rather than a form of criticism.

Conclusion

Error correction is a vital aspect of language instruction, playing a crucial role in helping learners refine their accuracy, fluency, and overall language competence. By employing a mix of direct and indirect correction techniques, teachers can create a supportive environment that encourages students to recognize and learn from their mistakes.

The effectiveness of error correction depends on how and when it is applied. While immediate feedback helps prevent persistent errors, delayed correction allows students to reflect and self-



correct. Additionally, striking a balance between fluency and accuracy ensures that students develop confidence in their speaking and writing abilities without fear of making mistakes.

For educators, the key to successful error correction lies in adapting techniques to different learning needs, proficiency levels, and contexts. By fostering a positive and encouraging atmosphere, teachers can help students embrace error correction as a valuable part of their language-learning journey rather than a discouraging experience.

Ultimately, error correction should be seen as a tool for improvement rather than a form of punishment. When used effectively, it empowers students to become more proficient, confident, and engaged language learners, preparing them for success in academic, professional, and real-world communication.

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