

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
RIVNE STATE UNIVERSITY OF THE HUMANITIES
PHILOLOGY FACULTY

**« TYPES OF ERRORS IN FOREIGN LANGUAGE LESSONS
AND HIGH SCHOOL STUDENTS' WORK ON THEM»**

PRESENTED BY

Anastasiia Borys
a fourth year student
of the Philology Faculty

SUPERVISED BY

Nataliia Kvasnetska
Candidate of Pedagogic Sciences /
Ass. Prof. at the Department of
English Language Practice and
Teaching Methodology

REVIEWER: doctor of pedagogical
sciences, Professor of the Department
of Foreign Languages of the RSHU
K. M. Pavelkiv

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АНОТАЦІЯ

Борис А.С. Види помилок на уроках іноземної мови та робота старшокласників з ними. – Дипломна робота на правах рукопису.

Наукова робота на здобуття першого (бакалаврського) рівня вищої освіти зі спеціальності «014 Середня освіта. Англійська мова і література, друга іноземна мова». – Рівне, РДГУ. – 2024.

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У запропонованій роботі розглянуто найбільш ефективні прийоми виправлення усних помилок для підвищення мотивації у старшокласників. Дослідження виявило та класифікувало типи помилок, які часто допускають старшокласники на уроках іноземної мови. За допомогою аналізу було виявлено типові помилки, включаючи граматичні, лексичні та помилки у вимові. Результати дослідження дозволили зрозуміти сильні та слабкі сторони кожного підходу, сприяючи розробці рекомендацій щодо ефективних практик виправлення помилок, адаптованих до конкретних потреб старшокласників на уроках іноземної мови. Також ми розробили рекомендації щодо ефективних практик виправлення помилок з урахуванням конкретних потреб старшокласників на уроках іноземної мови. Впроваджуючи ці рекомендації, вчителі можуть створити сприятливе та ефективне навчальне середовище, яке відповідає особливим потребам старшокласників на уроках іноземної мови. Ці практики не лише покращать виправлення помилок, але й підвищать мотивацію та залученість учнів. Результати відповідають початковим очікуванням дослідження, надаючи цінну інформацію для викладачів, які прагнуть підвищити мотивацію студентів за допомогою цілеспрямованих методів виправлення помилок.

Ключові слова: типи помилок, аналіз помилок, методи виправлення.

SUMMARY

Borys A. S. Types of Errors in Foreign Language Lessons and High School Students' work on them. - Manuscript.

The research work to obtain the first (Bachelor) level of higher education in the Specialty «014 Secondary Education. English Language and Literature, Second Foreign Language». – Rivne, RSUH. – 2024.

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The scientific work deals with evaluating the finding the most effective oral error correction techniques to increase the motivation of high school students. The research identified and classified the types of errors frequently made by high school students in foreign language lessons. Through analysis, common errors were identified, including grammatical errors, lexical errors, and pronunciation errors. The findings of the research provided insights into the strengths and limitations of each approach, contributing to the development of recommendations for effective error correction practices tailored to the specific needs of high school students in foreign language lessons. Also, we developed recommendations for effective error correction practices tailored to the specific needs of high school students in foreign language lessons. By implementing these recommendations, teachers can create a supportive and effective learning environment that addresses the specific needs of high school students in foreign language lessons. These practices will not only improve error correction but also enhance students' motivation, engagement. The results align with the initial expectations of the study, providing valuable insights for educators seeking to enhance student motivation through targeted error correction techniques.

Keywords: types of errors, error analysis, correction techniques.

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INTRODUCTION

The Topicality of the Research lies in the continuing relevance and significance of errors in foreign language learning, particularly among high school students. Despite advancements in language teaching methodologies and resources, errors persist as a common challenge that language educators encounter in their classrooms. As the globalized world becomes increasingly interconnected, the ability to communicate effectively in foreign languages is more important than ever. High school students, in particular, are at a critical stage in their language learning journey, where they are developing foundational skills that will shape their future language proficiency.

Many scientists considered a wide topic of Errors such as Error Classification, Error Correction, Error Analysis, etc. They were N. Amara, N. Bagheri, P. Bartolo, M. Carrió-Pastor, M. Chkotua, N. Chomsky, S. Corder, P. Dissington, E. Fauziati, S. Freud, J. Hendrickson, M. Heydari, A. Khansir, S. Krashen, P. Mestre, J. Norrish, J. Piaget, J. Richards, E. Sari, Z. Schumann, L. Selinker, J. Stenson, M. Tajeddin, M. Tulis, etc.

By examining the specific types of errors that high school students make in foreign language lessons, the research sheds light on areas where students commonly struggle and provides valuable insights into their learning needs. Understanding these errors is crucial for educators and language instructors, as it allows them to design targeted interventions and tailor their teaching strategies to address the specific challenges faced by high school students.

Furthermore, the research explores effective approaches for dealing with these errors among high school students. This investigation into error correction strategies, feedback techniques, and instructional methods provides practical guidance for educators seeking to enhance language learning outcomes. By implementing evidence-based practices to address errors, educators can help high school students develop accurate language production, improve their fluency, and build confidence in their language skills.

The timeliness of this research is underscored by the increasing emphasis on global competence and intercultural communication in contemporary education. High school students who possess strong foreign language skills are better equipped to navigate the

complexities of our interconnected world, engage in cross-cultural interactions, and pursue academic and career opportunities that require language proficiency.

The Research Object is the process of examining the types of errors commonly observed in foreign language lessons among high school students and investigating strategies for effectively dealing with these errors in the language classroom.

The Research Subject is errors in foreign language lessons among high school students, the understanding of the types of errors commonly made by high school language learners, and investigating the factors that contribute to error production in this specific learner population.

The Aim of the Research is to investigate the types of errors commonly made by high school students in foreign language lessons and explore effective strategies for addressing and correcting these errors.

Based on the Aim, **the Objectives of the Research** are:

- 1) to conduct a comprehensive literature review to establish a solid theoretical framework and inform the research methodology;
- 2) to identify and classify the types of errors frequently made by high school students in foreign language lessons;
- 3) to analyze the factors contributing to the occurrence of these errors in the high school language learning context;
- 4) to explore and evaluate existing error correction approaches and strategies employed by teachers in addressing these errors;
- 5) to investigate students' perspectives and experiences regarding error correction methods and their effectiveness;
- 6) to develop recommendations for effective error correction practices tailored to the specific needs of high school students in foreign language lessons.

In accordance with the Objectives, **the Research Methods** are:

- the methods of synthesis and generalization of data research;
- the analysis of scientific sources;

- data analysis;
- observation;
- experiment;
- descriptive method.

The Novelty of the Research The research narrows its focus to the high school language learning context, which is distinct from other educational levels. By examining the types of errors made by high school students, the research provides insights into the specific challenges and needs of this age group, contributing to a deeper understanding of language acquisition at this critical stage.

The Practical Value of the Research The results of the research can inform language instructors and educators in designing more effective instructional approaches for error correction in high school foreign language classrooms. By understanding the specific error types and factors contributing to error production, teachers can tailor their teaching methods to address the needs of their students more comprehensively.

The reliability of the received data was provided by a comprehensive theoretical analysis of the problem, using methods that corresponded to the purpose and objectives of the research.

The Approbation of the Research results. The results of the research were presented in the form of publication "The Concept of Errors in Foreign Language Learning" at the V Nationwide scientific-practical conference "Actual Problems of the Modern Foreign Philology" (May 20).

The Structure of the Research The qualification bachelor paper consists of an abstract, an introduction, three chapters, conclusions, bibliographic reference list (61 items). The total length of the paper is 64 pages.

CHAPTER I. THE CONCEPT OF ERRORS IN FOREIGN LANGUAGE LEARNING

1.1. The concept of errors and their role in the learning process

All learners make mistakes. As someone has said: "You can't learn without goofing". Whether you are learning how to ride a bicycle, how to fly a kite, or learn a language, everyone does make mistakes. You fumble, you goof, you make mistakes, but if you persevere with your learning efforts under proper guidance, you are able to overcome or correct your mistakes. When this happens, you are said to have learnt something [55].

Learning a language also involves making mistakes or errors. This is true even when one is learning one's mother tongue (L1). The child, as it grows up, goes through a long process of making mistakes and correcting them till s/he reaches a stage when we can say that s/he has learned her/his mother tongue. That being so, it is not surprising that those learning a second language often make mistakes. However, the mistakes or errors committed by the learners of a second language present a rather more complex and interesting case because these L2 learners have already learned another language, i.e. their mother tongue. Scientists and language teachers have always been interested in finding out why L2 learners make mistakes. Teachers, of course, are primarily interested in correcting such mistakes and making sure that their pupils do not repeat or persist with such mistakes [55].

Errors are defined as "a systematic deviation when a learner has not learnt something and consistently gets it wrong" [42, p. 2]. These authors add that this deviation occurs many times. For E. Fauziati [15], learners' errors are inherent in humans and cannot be avoided. M. Chkotua [8] indicates that errors are integral parts of the whole learning process. Sari [38] considers errors as unavoidable and a necessary part of learning and they prove that learning is happening [52].

Errors are an integral part of language acquisition. An error, in the context of language learning, refers to a deviation from the target language's rules, conventions, or norms. It represents a discrepancy between a learner's intended communication and the actual linguistic output produced.

Errors can occur at various levels of language, including pronunciation, grammar, vocabulary, and discourse. They can take different forms, such as mispronunciations, grammatical inaccuracies, incorrect word choices, or inappropriate language use in specific contexts.

Errors can stem from a variety of sources. They may arise due to the influence of the learner's native language, where structures or patterns differ from the target language. They can also result from overgeneralization of language rules, incomplete understanding of grammar or vocabulary, or a lack of exposure to authentic language use.

Making mistakes plays an important and useful part in language learning because it allows learners to experiment with language and measure their success in communicating. They bear the potential to improve knowledge acquisition, provided that learners can deal with them adaptively and reflexively. However, learners experience a host of different—often impeding or maladaptive – emotional and motivational states in the face of academic errors [53].

It is possible to claim that mistakes are an inevitable and unavoidable part of many human activities. In other words, no matter how hard people may try to be perfect, it is often the case that they make mistakes [37].

In second language teaching and learning, making errors is inevitable as language learning requires a lot of cognitive effort and concentration on the part of learners [53].

Language learning, like any kind of human learning, involves committing errors. In the past, language teachers considered errors committed by their students as something undesirable which they diligently sought to prevent from occurring [45].

During the past fifteen years, however, researchers came to view errors as evidence for a creative process in language learning in which learners employ hypothesis testing and various strategies in learning a second language [45].

Let's face the works of researchers such as J. Richard, J. Norrish, J. Hendrickson, S. Krashen, P. Bartolo, S. Freud, J. Piaget, S. Corder, N. Chomsky, L. Selinker, etc.

According to J. Richard, an error is the use of a word, speech act or grammatical items in such a way that it seems imperfect and significant of an incomplete learning [36, p. 184].

It is considered by J. Norrish as a systematic deviation which happens when a learner has not learnt something, and consistently gets it wrong [33, p. 7].

However, the attempts made to put the error into context have always gone hand in hand with either language learning and second-language acquisition processes. Hendrickson mentioned that errors are 'signals' that indicate an actual learning process taking place and that the learner has not yet mastered or shown a well-structured linguistic competence in the target language [20].

One prominent researcher who views errors as evidence for a creative process in language learning is S. Krashen. Krashen's input hypothesis and monitor model propose that errors are a natural part of second language acquisition and are indicative of learners' attempts to test and refine their developing hypotheses.

Conscious language learning is thought to be helped a great deal by error correction and the presentation of explicit rules. Error correction if it is maintained, helps the learner come to the correct mental representation of the linguistic generalization [60].

One of the lasting contributions to psychology by S. Freud and J. Piaget has been their focus on human errors as keys to the workings of the mind [61].

S. Freud considered slips of the tongue, misreading and the forgetting of resolutions as related to unconscious mental processes. Hence the expression "a Freudian slip" [16].

Similarly J. Piaget did not follow the developers of intelligence tests who focused on those tasks which most children could solve at progressive ages, but turned his attention instead to those tasks which most children at any given age invariably failed to solve. He based his theory of stages in children's intellectual development on their errors in dealing with problems that required a level of thinking beyond their particular level of development [34].

The teacher should in fact be fascinated by the mistakes of his pupils. It is through mistakes that he can best come in clear contact with the workings of the mind of his pupils whose thinking he is trying to help improve [61].

N. Chomsky made a distinguishing explanation of competence and performance on which, later on, the identification of mistakes and errors will be possible, Chomsky stated

that ‘‘We thus make a fundamental distinction between competence (the speaker-hearer's knowledge of his language) and performance (the actual use of language in concrete situations)’’ [9, p. 4].

In other words, errors are thought of as indications of an incomplete learning, and that the speaker or hearer has not yet accumulated a satisfied language knowledge which can enable them to avoid linguistics misuse. Relating knowledge with competence was significant enough to represent that the competence of the speaker is judged by means of errors that concern the amount of the data they have been exposed to, however, performance which is the actual use of language does not represent the language knowledge that the speaker has [9].

According to J. Richard et al, people may have the competence to produce an infinitely long sentence but when they actually attempt to use this knowledge (to ‘‘perform’’) there are many reasons why they restrict the number of adjectives, adverbs, and clauses in any one sentence [36].

The actual state of the speaker somehow involves and influences the speaker's performance by either causing a good performance or mistakes. Thus, it is quite obvious that there is some kind of interrelationship between competence and performance; somehow, a speaker can perform well if they have had already satisfied amount of knowledge. As a support to this, S. Corder mentioned that mistakes are of no significance to ‘‘the process of language learning’’ [10, p. 167].

S. Corder thought when one studies the standard works on the teaching of modern languages it comes as a surprise to find how cursorily the authors deal with the question of learners' errors and their correction. It almost seems as if they are dismissed as a matter of no particular importance, as possible annoying, distracting, but inevitable by-products of the process of learning a language about which the teacher should make as little fuss as possible. It is of course true that the application of different theories to the study of language learning added a new dimension to the discussion of errors; people now believed they had a principled means for accounting for these errors, namely that they were the result of interference in the learning of a second language from the habits of the first language [10, p. 162].

In the field of methodology there have been two schools of thought in respect of learners' errors. Firstly the school which maintains that if we were to achieve a perfect teaching method the errors would never be committed in the first place, and therefore the occurrence of errors is merely a sign of the present inadequacy of our teaching techniques. The philosophy of the second school is that we live in an imperfect world and consequently errors will always occur in spite of our best efforts. Our Ingenuity should be concentrated on techniques for dealing with errors after they have occurred [10, p. 163].

It is important to note that errors are not considered mistakes or failures. Rather, they are viewed as a natural and expected part of the language-learning process. Errors indicate that learners are actively engaged in experimenting, exploring, and applying their developing language skills. They reflect learners' attempts to internalize and integrate new knowledge into their communicative repertoire.

Errors play a significant role in language learning as they provide valuable information about learners' progress, cognitive processes, and the underlying rules of their developing interlanguage. By analyzing errors, educators can gain insights into learners' strengths, weaknesses, and areas requiring further instruction.

Furthermore, errors create learning opportunities. They serve as teachable moments, enabling educators to provide targeted feedback, explanations, and corrective guidance. Through error correction, learners can refine their language skills, deepen their understanding of the language's intricacies, and progress toward greater accuracy and fluency.

As learners advance in their language proficiency, they gradually develop self-monitoring and self-correction abilities. They become more adept at recognizing and rectifying their own errors, demonstrating increased language autonomy and metalinguistic awareness.

Far from being a nuisance to be eradicated, errors are, as L. Selinker [39] indicates, significant in three respects:

- errors are important for the language teacher because they indicate the learner's progress in language learning;

- errors are also important for the language researcher as they provide insights into how language is learned;
- errors are significant to the language learner himself/herself as he/she gets involved in hypothesis testing [39].

Making mistakes is an important learning opportunity. Learning is enhanced by error, whether it involves doing homework, making friends, or participating in sports. Students learn persistence when developing new skills, along with how to build resiliency to failure when they make mistakes and correct them.

Mistakes force us to explore alternatives. They require us to re-examine an issue and think creatively to find or develop other solutions or approaches. Mistakes teach us what doesn't work and encourage us to create new ways of thinking and doing.

Overall, making mistakes can help us break out of our comfort zone and explore new ideas. One of the biggest benefits you can have after making a mistake is that it can help you overcome your fear of failure. We are all afraid of making mistakes, we tend to avoid taking risks and trying new things.

So, errors can raise learners' awareness of their language gaps and motivate them to self-correct. Through the feedback and guidance provided by educators, learners become more conscious of their errors and develop metalinguistic awareness. This awareness empowers learners to recognize and rectify their own mistakes, leading to greater accuracy and proficiency in the language.

Finally, errors in the learning process serve as feedback, learning opportunities, and indicators of learners' language system development. They provide insights into learners' cognitive processes, problem-solving strategies, and self-correction abilities. By understanding and addressing errors, educators can support learners' language acquisition journey and facilitate their overall language development.

1.2. Types of Errors at High School Lessons.

It is obvious to any teacher that errors make up a significant part of the English output of language learners. Some of them we consider to be of great importance, others not nearly as important. Some we recognize as something that an L1 (mother tongue)

learner would make, others seem to be of a nature quite different from L1 learner errors. Errors of all kinds are an important ingredient in the language learning process. Not only do they provide feedback for the language learner, through learner errors we can gain important insights into the processes governing second language acquisition, and our knowledge gained from this may be applied to improving language instruction in the classroom [40].

There are many types of errors in the learning process, but we must be able to distinguish between errors and mistakes. L. Selinker confirms that: "Errors are considered to be systematic, governed by rules, and appear a learner's knowledge of the rules of the target language is incomplete" [39].

Errors in language learning are reflective of the learner's current language abilities during a specific stage of language acquisition. They tend to recur consistently and may go unnoticed by the learner. Therefore, it is the responsibility of teachers and researchers to identify and locate these errors. These errors exhibit a systematic or continuous pattern and are governed by language rules. They primarily stem from a lack of knowledge or understanding on the part of the students. In essence, these errors provide valuable insights into the learner's language system during the learning process, with their occurrence being repetitive and unrecognized by the learner, making it necessary for educators and researchers to detect and address them.

In contrast to errors, according to M. Keshavarz, mistakes are random deviations, unrelated to any system, and instead represent the same types of performance mistakes that might occur in the speech or writing of native speakers, such as slip of the tongue or pen, false starts, lack of subject-verb agreement in a long complicated sentence, and the like [25, p. 61].

So, mistakes in language learning are unpredictable variations that do not stem from a specific language system. They differ from the types of mistakes native speakers might make, such as misspelling, mistyping, or errors in sentence structure like inaccurate subject-predicate agreement in complex sentences. These mistakes are not reflective of a systematic pattern and are unrelated to the learner's language system.

Indeed, errors and mistakes differ significantly. When learners make errors, it indicates a lack of knowledge or understanding, preventing them from recognizing and correcting the error independently. Suppose some learners write English sentences like this "John is a lawyer. He going to work everyday. He goes to work at 7. He goes home at 4", it can be considered an error because he repeatedly writes "he going" instead of "he goes" and cannot correct the error without being told by his teacher. They require guidance from their teacher to rectify the mistake and learn the correct form.

On the other hand, a mistake is characterized by an occasional slip or mispronunciation, where the learner is aware of the correct form or pronunciation. In such cases, the learner can promptly self-correct the mistake without external assistance. For instance, if they say, "I am going to study, sorry I mean I am going to study," they immediately recognize the mispronunciation and rectify it on their own.

The scientists have always been attempting to describe the types of errors committed by the language learners, and that is exactly the best way to start with, as it helps out the applied philologist to identify where the problem lies.

According to B. Dulay errors take place when the learner change the surface structure in a particularly systematic manner, thus, the error, no matter what form and type it is, represent a damage at the level of the target language production [14, p. 150].

Errors have been classified by J. Richard into two categories. The Interlingual Error and the Intralingual Error, those two elements refer respectively to the negative influence of both the speaker's native language and the target language itself [36].

Interlingual error is caused by the interference of the native language L1, whereby the learner tends to use their knowledge of L1 on some formulation features in the target language, however, it often leads to making errors. For example, the incorrect French sentence Elle regarde les ("She sees them"), produced according to the word order of English, instead of the correct French sentence Elle les regarde (Literally, "She them sees") shows the type of errors aroused by the negative effect of the native language interference [36, p. 267].

Interlingual errors are errors caused by the source language or language that the learner has.

Interlingual errors include [56]:

- Carrying phonological elements from the source language. For example: Indonesians are accustomed to saying English words without using stress or emphasis on syllables because in Indonesian itself there is no emphasis on syllables. Whereas in English, one word can have some stresses that will affect the meaning to be conveyed.

- Morphological elements are brought from the source language. For example: "There are many student in my class". In Indonesian, to express plural nouns it is not necessary to add inserts - s to many students. So this will usually carry over when they study English.

- Bringing in the grammatical elements of the source language. For example: "I go to Jakarta yesterday". In the Indonesian language, because we do not recognize tenses so there are many sentence errors like the one above.

- The meaning of the source language carries over. For example: "I have been waiting for you for two watches". In Indonesian, the words watch and hour have the same meaning which is "hour", but the two words actually have different meanings in English.

- Carrying cultural elements from the source language. For example: in Indonesian, the use of the word "father / mother" is often used together with professional titles such as teachers or doctors. So sometimes students make wrong sentences like Mr. Teacher is coming [56].

Intralingual error is an error that takes place due to a particular misuse of a particular rule of the target language, it is, in fact, quite the opposite of Interlingual error, it puts the target language into focus, the target language in this perspective is thought of as an error cause. Furthermore, J. Richard considers it as one which results from ‘’faulty or partial’’ learning of the target language [36, p. 267].

Errors are divided into 6 sub categories [56]:

- Pragmatic Errors. The type where learners apply a rule or concept too broadly. They occur when the speaker applies a grammatical rule in cases where it doesn't apply. Richard mentioned that they are caused "by extension of target language rules to inappropriate context." [36, p. 185]. For instance, a learner might say, "I do not know who are you?" This error occurs when the learner mistakenly assumes that the structure of direct questions, such as "Who are you?" should be the same in indirect questions. However, this is incorrect because the patterns for direct and indirect questions differ. In indirect questions, the correct structure should be "I do not know who you are?" where the verb "are" comes after the subject.

- Grammar Errors. For instance, when forming plurals, the general rule is to add "- s" or "- es" to singular nouns, resulting in words like "students," "books," and "watches." However, this rule does not apply to nouns like "fish" where the singular and plural forms are the same.

- Wrong Word or Lexical Errors. For example: "I don't accept any letters from her". The word accept has the meaning "to get something from someone else" and is used in conjunction with abstract nouns. While letters or letters are concrete nouns that should be used with "receive", which also means "to get something from someone else".

- Developmental or Grammar Errors. This kind of errors is somehow part of the overgeneralizations, and are the result of the normal pattern of development, such as (come – comed) and (break – broke). It indicates that the learner has started developing their linguistic knowledge and fails to reproduce the rules they have lately been exposed to in target language learning.

- Induced or Grammar Errors. They occur when learners make mistakes as a result of misleading teaching examples or unclear explanations provided by teachers. Sometimes, teachers may unintentionally present a rule without adequately highlighting exceptions or conveying the intended message. For instance, when teaching prepositions, specifically "at," a teacher might hold up a box and say, "I am

looking at the box." In this scenario, the students may mistakenly interpret "at" to mean "under." Consequently, they may later say, "The cat is at the table," instead of "The cat is under the table." These induced errors arise due to the influence of the teaching example and the learners' misinterpretation or misapplication of the rule.

- Interference Errors. They occur during the initial stages of language learning when learners have not yet developed a sufficient level of knowledge to employ the finite rules of the target language for generating an infinite number of structures. In these early stages, beginners often overuse or overproduce a specific structure, resulting in repetitive patterns or excessive repetition of certain forms. This tendency to rely on familiar structures is a characteristic feature of learners who are still in the process of acquiring a broader language repertoire.

The researchers usually distinguish between two types of errors: performance errors and competence errors. Performance errors are those errors made by learners when they are tired or hurried. Normally, this type of error is not serious and can be overcome with little effort by the learner. Competence errors, on the other hand, are more serious than performance errors since competence errors reflect inadequate learning [45]. In this connection, it is important to note that R. Gefen distinguishes between mistakes which are lapses in performance and errors which reflect inadequate competence [17].

Other researchers such as M. Burt and C. Kiparsky distinguish between local and global errors [4].

Local errors don't interrupt communication and they don't change the meaning of utterances. These errors primarily involve specific aspects such as noun and verb inflections, the usage of articles, prepositions, and auxiliaries. While local errors may affect the grammatical accuracy of a sentence, they do not significantly disrupt the overall comprehension of the message. On the other hand, global errors are more important and serious; they can interrupt communication and change meanings.

Local errors involve noun and verb inflections, and the use of articles, prepositions, and auxiliaries. Global errors involve wrong word order in a sentence [1, p. 44–46].

One of the most elaborated divisions of errors was performed in the book "Errors in Language Learning and Use" by C. James [22]. He classified four main categories of errors: phonological errors, speaking errors, lexical errors, and grammatical errors.

Phonological Errors encompass mistakes such as misspellings, punctuation errors, and typographical errors, as well as mispronunciations that arise when a learner speaks spontaneously and without prior preparation. Within the category of mispronunciations, there is a further distinction between phonological errors, which occur when a learner speaks unprepared, and miscues, which occur when a learner reads aloud from a written text. Nevertheless, this distinction is not applicable in this study, because it is focused on errors in language learning, and both of those activities are characteristic of the language learning process.

Another category is Speaking or Pragmatic Errors, encompassing errors that occur in language formation, specifically coherence and pragmatics errors, and language comprehension, including misunderstandings and incorrect processing. Pragmatic errors occur when speakers employ their knowledge, but the pragmatic impact of their statement is unsuitable for its intended purpose or lacks the appropriate rhetorical force. For example, in English, the pronunciation of the word "please" determines whether it functions as a command or a polite request.

Lexical errors can be subdivided into formal errors, like misformations or distortions, and semantic errors, like collocational errors. James asserts that students usually suppose that vocabulary is extremely important in language learning, occasionally they even think that when they learn the vocabulary they learn the language [22]. Still, lexical errors are the most common error type in many learner groups [22 p. 143]. Native speakers regard them as more disturbing and annoying than any other kind of errors.

Lastly, there are grammatical errors which have two subcategories. One subcategory consists of morphological errors and the other of syntax errors. A morphological error involves a failure to comply with the norm in supplying any part of any instance of the following word classes: nouns, verbs, adjectives, or adverbs. Prepositions are not a part of this definition, as they do not possess any morphology. Into morphological errors category belong, for example, leaving out the third person - s (she know Paul) or using the past

tense -ed too often (she camed here). These types of errors are deemed quite basic, but persistent among the students even on the upper levels. On the other side, syntax errors have an influence on phrases, clauses, sentences, and paragraphs with regard to, for instance, phrase structures or inter-sentence cohesion [22].

Finally, language learning errors involve all language components: the phonological, the morphological, the lexical, and the syntactic. An example of a phonological error is the lack of distinction between the phoneme /p / and the phoneme /b/, so we hear pupils saying pird and brison, for example, instead of bird and prison. An example of a morphological error is the production of such errors as womans, sheeps, and furnitures. A lexical error involves inappropriate direct translation from the learner's native language or the use of wrong lexical items in the second language [45].

To summarize, learner errors in language learning can be classified in various ways and constitute a substantial portion of learners' English output. While some errors are deemed more significant than others, all errors play a crucial role in the language learning journey. They offer valuable feedback to learners and provide insights into the processes involved in acquiring a second language. The knowledge gained from analyzing learner errors can be applied to enhance language instruction in the classroom, ultimately benefiting the language learning experience.

CHAPTER II. THE PECULIARITIES AND DIFFICULTIES OF ERROR CORRECTION IN THE SECOND LANGUAGE ACQUISITION

2.1. Different factors that contribute to error production in high school students.

Foreign language learning is a complex process. People who learn a language other than their home language often commit errors because they learn unnaturally. Scholars mention that some errors originate from mother tongue interferences and this phenomenon results in interlingual errors. Other errors are made as a result of the unfamiliarity with the target language when learners are trying to cope with the new language, internalizing some concepts.

Errors are defined as «a systematic deviation when a learner has not learnt something and consistently gets it wrong» [42, p. 2]. These authors add that this deviation occurs many times. For E. Fauziati [15], learners' errors are inherent in humans and cannot be avoided. M. Chkotua [8] indicates that errors are integral parts of the whole learning process. M. Sari [38] considers errors as unavoidable and a necessary part of learning and they prove that learning is happening [52].

So, errors are an integral part of the learning process and are not exclusive to language acquisition. Learners who embark on the challenge of learning a new language that differs from their mother tongue are prone to making a lot of errors.

M. Tulis [48] states that errors can improve knowledge and acquisition when learners deal with them in an effective way. A. Khansir [26] holds that errors play an essential part in learning a language. Errors are a source from which derive the methods used by a language learner to learn a target language rather than being considered as deviations [15] from the normal use of that language. In the language learning process, errors are thus viewed as a good way of acquiring skills a particular language [52].

There are mainly two major sources of errors in second language learning. The first source is interference from the native language while the second source can be attributed to intralingual and developmental factors [45]. S. Songxaba & L. Sincuba classify these errors as inter-lingual or intra-lingual. Errors resulting from a learner's first language are

referred to as inter-lingual while those related to the target language are called intra-lingual [42].

Inter-Lingual Errors / First Language Induced Errors (Grammar):

Some errors committed have been attributed to the first language. Such errors resulting from a learner's first language are referred to as inter-lingual [5]. Some scholars highlight the effects of interferences from the first language on learning a second language. For instance, A. Khansir [26] attributes learners' errors to mother-tongue interferences. P. Dissington [13] states that both the acquisition and use of second language vocabulary are greatly influenced by the first language. In this regard, there can be a negative transfer especially when the second language is completely different from the first language [26]. P. Heydari [21] mentions that elements from the first language are used while speaking or writing and this results in inter-lingual errors. These differences can result in error production if they are not catered for carefully. It is important to mention that learners' educational backgrounds do play a great role in the way they perform in a language. For example, someone who has benefitted from lots of exposure to the second language from an early age will certainly produce fewer errors as compared to a person whose exposure was very limited or lacking [52].

Intra-Lingual Errors / Developmental Errors (Grammar):

Intralingual and developmental errors are due to the difficulty of the second/target language. S. Songxaba and L. Sincuba [42] contend that intralingual errors originate from ignorance, misusing language rules and falsely hypothesizing concepts.

Intralingual and developmental factors include the following [45]:

1. Simplification: Learners often simplify their language by choosing simpler forms and constructions over more complex ones. This type of error involves the misuse of words or grammatical structures, where learners fail to apply the correct rule and produce a simplified structure. For instance, instead of saying «Karl is going to the market», a learner may say «Karl goes to the market». This simplification is a result of minimal effort in engaging with the learning process, potentially hindering the retention of fundamental grammar rules in the second language.

N. Amara [2] considers this type of errors ‘incomplete application of the rule’ in which the language learner fails to apply the rule as it is and produces a simplified structure. He gave an example of «You like to sing? » instead of «Do you like to sing? » [2]. It can be assumed that simplification like the one in this sentence is caused by little effort to learning from the learners to engage in the learning process, which may prevent them from retaining some basics of the second language grammar [52].

2. Pragmatic Errors or Overgeneralization: Learners frequently exhibit the phenomenon of overgeneralization, wherein they employ a specific form or construction in one context and erroneously extend its application to other contexts where it is inappropriate. This error is characterized by deviations from the correct utilization of language structures, as learners opt for one structure instead of the appropriate one. For example, an instance of this can be observed when a learner utters «Mary taught the English class» instead of the accurate form «Mary taught the English class». Furthermore, examples of overgeneralization include the use of *corned* and *goed* as the past tense forms of *corne* and *go* and the omission of the third person singular *s* under the heavy pressure of all other endless forms as in *he go*.

N. Amara [2] refers to such errors as «analogical errors», which are commonly encountered among second language learners, particularly during the initial phases of their learning journey before they have assimilated the diverse forms of language structures. It is noteworthy to acknowledge that both simplification and overgeneralization represent strategies employed by learners to alleviate the burden imposed by language complexities.

3. Grammar or Hypercorrection: In certain instances, errors made by students in otherwise correct forms can be attributed to the enthusiastic efforts of teachers in error correction.

N. Stenson [43] labels this type of error as «induced errors». For instance, when Arab learners are consistently urged by their teacher to accurately pronounce the phoneme /p/, they tend to employ /p/ in all instances, even when the phoneme /b/ is appropriate. As a result, Arab learners may mistakenly say «pird» and «pattle» instead of «bird» and «battle».

P. Heydari claims that errors of this kind are due to teachers' overcorrection or false instruction of the language [21] or, according to N. Amara, «teacher's presentation of the material» [2, p. 60]. For instance, if teachers consistently pronounce «de» instead of «the», learners may imitate this pronunciation pattern and apply it to all words containing the «th» cluster. Consequently, learners may say «de pen», «dis month», and «dat house» instead of « [the] pen », « [this] month », and « [that] house ». Therefore, students produce such utterances with the error because that is the way they were taught.

4. Faulty teaching: Sometimes, learners' errors can be attributed to the influence of teachers, teaching materials, or the sequence of instruction, thereby categorizing them as teacher-induced errors. This factor is closely interconnected with hypercorrection. Furthermore, it is noteworthy that certain teachers can even be influenced by the errors made by their students over an extended period of teaching.

5. Phonological or Fossilization: Some errors, particularly those related to pronunciation, can persist over extended periods and prove challenging to overcome. Notably, Arab ESL learners exhibit fossilized errors, such as the inability to differentiate between the phonemes /p/ and /b/ in English and the inclusion of resumptive pronouns in English relative clauses.

Fossilization was first referred to as the “permanent inability to master the target language in most foreign and second language learners” [44]. Fossilization results in the fact of learners' performance remains below the standard level despite their efforts to be as competent as native speakers of a language [44].

Scholars hold various perspectives on the phenomenon of error fossilization. For instance, E. Fauziati [15] views fossilization as an integral part of second language development, suggesting that learners and teachers cannot entirely avoid it without language practice. The process is believed to commence with stabilization, whereby errors become entrenched in the language learner before eventually solidifying as permanent. While fossilized errors persist despite exposure to language input, stabilized errors cease to exist at some point in the learning process, distinguishing fossilization from stabilization [15].

6. Avoidance: Some syntactic structures are difficult to produce by some learners. Consequently, these learners avoid these structures and use instead simpler alternatives. Arab ESL learners avoid the passive voice while Japanese learners avoid relativization in English.

7. Inadequate learning: The primary cause of this phenomenon is typically attributed to a lack of awareness regarding rule restrictions or insufficient differentiation and incomplete acquisition of language patterns. An illustrative example of this is the omission of the third person singular "-s," as seen in the erroneous construction "He want."

8. False concepts hypothesized: Many learners make errors because they hold incorrect hypotheses regarding the target language. These false concepts lead them to produce sentences that deviate from the grammatical rules. For instance, some learners mistakenly believe that «is» is always the marker of the present tense, resulting in constructions like «He is talk to the teacher». Similarly, they associate «was» solely with the past tense, leading to statements such as «It was happened last night».

Such errors can be found in both written and spoken language. Occasionally, these sentences may be confused with passive forms. According to N. Amara, such an error category is caused by 'ignorance of rule restrictions' [2] or 'inadequate learning' [2]. In such cases, language learners disregard certain rules, leading to expressions like "He made me to go rest" instead of 'He asked/wanted me to go and rest' [52].

In conclusion, recognizing and comprehending the factors that contribute to error production among high school students is essential for facilitating effective instruction and fostering student success. The ultimate objective is to equip educators with the necessary tools and strategies to assist students in overcoming challenges, reducing errors, and attaining academic excellence. Through targeted interventions and a comprehensive understanding of these contributing factors, educators can create a conducive learning environment that promotes error-free learning and maximizes student achievement.

2.2. The concept of Error Analysis and Strategies for Dealing with Errors in High School Language Classrooms.

Error analysis is one of the important factors in acquiring a second language. Furthermore, error analysis is a highly significant domain within the field of second and foreign language learning. Applied linguistics is a discipline that aims to address language-related problems and concerns, including language acquisition and pedagogy, while also seeking to provide solutions for these challenges. Error analysis plays a crucial role in gaining a comprehensive understanding of the language learning process. Numerous scholars, such as S. Darus, R. Ellis, C. James, M. Keshavarz, J. Norrish, J. Richards, and others, have long been engaged in efforts to enhance our understanding of language acquisition and learning. The findings from their studies have been effectively applied in the context of second and foreign language instruction and learning.

S. Corder assumed that the learners learn the second and foreign language in the same way, to some extent, as the children acquire their first language. While acquiring their first language, children also make a lot of errors and mistakes [10, p. 259].

There have been two schools of thought when it comes to error analysis and philosophy; the first one, according to S. Corder [10] linked the error commitment with the teaching method, arguing that if the teaching method was adequate, the errors would not be committed; the second, believed that we live in an imperfect world and that error correction is something real and the philologist cannot do without it no matter what teaching approach they may use.

Error analysis, a significant area within the field of second language acquisition, focuses on understanding and categorizing language errors. Two major causes of errors are identified: interlingual errors, which stem from the learner's background and native language interference, and intralingual errors, which occur when learners misapply target language rules. Error analysts aim to develop typologies of errors, classifying them based on types such as omissive, additive, substitutive, or related to word order. Errors can also be categorized by their apparentness, domain (contextual breadth), extent (utterance breadth), and level of language (phonological, lexical, syntactic, etc.). Additionally, errors

are assessed based on their impact on communication, distinguishing between global errors that impede understanding and local errors that do not.

However, error analysis faces methodological challenges. Determining the type of error is often unreliable, and it focuses primarily on learner production rather than reception. Moreover, error analysis does not account for learners' use of communicative strategies like avoidance, where learners consciously avoid using forms they are uncomfortable with. Consequently, while error analysis is still employed to investigate specific aspects of second language acquisition, attempts to develop a comprehensive theory of learner errors have largely been abandoned. Instead, a broader approach known as interlanguage has gained prominence.

Error analysis is closely linked to the study of error treatment in language teaching and is particularly relevant for methodologies emphasizing a focus on form. It examines various aspects of errors, including modality (speaking, writing, reading, listening), levels (pronunciation, grammar, vocabulary, style), form (omission, insertion, substitution), type (systematic vs. occasional errors), cause (interference, interlanguage), and norm vs. system considerations [54].

Error analysis, a significant area within the field of methodology, plays a crucial role in unraveling the intricacies of language learning. It involves the systematic study of errors made by second and foreign language learners, providing invaluable insights into the learning process. By examining the types, causes, and patterns of errors, researchers and educators can identify areas of difficulty and develop effective strategies to enhance language acquisition [54].

Error analysis serves as a powerful tool for understanding the challenges faced by language learners. By examining learners' errors, researchers can gain valuable insights into the underlying mechanisms of language acquisition. It sheds light on the interplay between learners' backgrounds and their target language, highlighting the impact of native language interference (interlingual errors) and the misapplication of target language rules (intralingual errors). By identifying the sources of errors, educators can tailor instruction to address specific needs and facilitate effective language learning.

Error analysis employs various methodologies to investigate and categorize errors. Researchers analyze learner production, including speaking and writing, to identify patterns and recurring errors. They develop typologies to classify errors based on different criteria, such as modality (speaking, writing, reading, listening), levels (pronunciation, grammar, vocabulary, style), and forms (omission, insertion, substitution). Moreover, errors are assessed in terms of their impact on communication, distinguishing between global errors that hinder understanding and local errors that have minimal effect.

Error analysis has significant implications for language teaching and learning. Firstly, it guides teachers in determining which errors require immediate attention. Prioritizing errors that affect intelligibility and meaning allows teachers to focus on global errors that hinder effective communication. Additionally, understanding the frequency and generality of errors helps educators allocate appropriate corrective feedback. High-frequency errors that impede accurate language use should be addressed more frequently than less common errors [59].

Furthermore, error analysis emphasizes the importance of considering the sociolinguistic aspects of language learning. Teachers should be mindful of stigmatizing or irritating errors, particularly those that relate to variations in language use based on socioeconomic backgrounds. Sensitivity to these factors promotes a supportive and inclusive learning environment.

Moreover, error analysis highlights the significance of integrating error correction within a pedagogical framework. Teachers should align error correction with the specific objectives of a lesson. By focusing on errors relevant to the target language structure or skill being taught, teachers can ensure that corrective feedback aligns with the intended learning outcomes, avoiding potential distractions or confusion.

There are three distinct forms of correction based on the agent responsible: self-correction, peer correction, and teacher correction. Self-correction pertains to students autonomously identifying and rectifying their errors, while peer correction involves students collaborating in pairs to identify and rectify each other's mistakes. Teacher correction, on the other hand, is carried out by the teacher and encompasses various strategies [59].

The teacher should address and correct all errors made by students to guide them toward accurate English usage. Teacher correction plays a pivotal role in preventing the establishment of incorrect forms in students' language production, a phenomenon known as fossilization. However, the timing of correction, selection of errors to be addressed, and utilization of appropriate correction techniques are crucial considerations for the teacher. Possessing this knowledge empowers the teacher to positively influence students' acquisition of the target language.

Teachers cannot and should not correct all errors committed by their students. Besides, excessive correction of oral errors can disrupt the language learning process and discourage shy students from actively communicating in the target language. Instead, the following general guidelines can be considered for effectively correcting errors in second language learning:

1. Prioritize correcting errors that affect intelligibility, meaning errors that hinder the overall comprehension and understanding of utterances. Focus more on correcting global errors rather than local errors that have minimal impact on meaning.

2. Give more attention to correcting high-frequency and commonly occurring errors compared to less frequent errors. For instance, correcting the omission of the third person singular "s" is important due to its high frequency and general applicability.

3. Emphasize correcting errors that affect a significant percentage of students. This consideration is closely related to the previous guideline.

4. Pay specific attention to errors that carry social stigma or are likely to irritate. This factor relates to the sociolinguistic aspect of language learning. Students from lower socioeconomic backgrounds may be sensitive to ridicule regarding their informal language variety when compared to students from higher socioeconomic backgrounds who use a more formal and prestigious language variety.

5. Lastly, prioritize the correction of errors that are relevant to the specific pedagogical focus of a lesson. For example, if the lesson's objective is to teach the use of the present perfect tense, the teacher should not overly emphasize the correction of errors related to prepositions, articles, and demonstratives in that particular lesson. Directing

excessive attention to unrelated errors can distract students from the main focus of the lesson, which, in this case, is the use of the present perfect tense.

Many instructors use special correction codes (see Appendix A) to provide you with quick and efficient feedback about errors in your writing. Correction code is a system used by language teachers to provide feedback and corrections on students' written work. It involves using symbols, abbreviations, or specific markings to indicate errors and suggest improvements. This allows students to identify and understand their mistakes, as well as learn how to correct them. Correction codes can vary depending on the teacher or institution, but they generally aim to provide targeted feedback on grammar, vocabulary, spelling, punctuation, and other aspects of writing. Typical codes include WO (word order); WW (wrong word); T (tense); and P (punctuation). Teachers use correction codes to develop the learners' ability to correct and edit their own work, as well as making learning from errors more memorable. The teacher underlines each mistake and writes a symbol or an abbreviation next to it, showing the kind of mistake.

For example:

- "I am go to the store yesterday." - WF (wrong form). In this example, the correction code "WF" indicates a grammatical error related to the verb form. The correction suggests changing "am go" to "went" to make the sentence grammatically correct.

- "We made our homework." - WW (wrong word). The correction code "WW" indicates a wrong word choice. In this case, "made" is not the appropriate verb to use in relation to homework. The correct verb to use is "do." Therefore, the suggested correction is to replace "made" with "did" to make the sentence grammatically accurate.

- "When I was child, only my father was very, very strict." - M (missing word). The correction code "M" indicates a missing word. In this case, the sentence lacks the article "a" before the word "child." Adding the article "a" makes the sentence grammatically correct.

- "And never you forget your real name, or you will be invisible." - X (extra word). The correction code "X" indicates an extra word. In this case, the word "you" is not necessary in the sentence. Removing the word "you" makes the sentence grammatically accurate.

By using these correction codes, students can easily identify the specific errors in their sentences and understand the suggested corrections to improve their language skills.

Correction codes are highly useful in language learning for several reasons: they allow teachers to provide targeted feedback efficiently; by using correction codes, teachers can pinpoint and highlight specific errors made by the student; correction codes encourage students to actively engage with their own writing and take responsibility for their errors etc.

While correction codes are valuable, it's important to note that they should be used in conjunction with other forms of feedback, such as written or verbal explanations, to ensure comprehensive understanding and support for language learners.

In oral error correction, teachers can employ various strategies based on subjective and objective factors. Some common strategies include:

a) Explicit correction: The teacher provides the correct form, he or she indicates that what the student had said was incorrect. In other word, the teacher corrects the students' mistakes by informing that it is wrong by saying "No. It's wrong", "You should say". For example:

St: He take the bus to go to school

T: Oh, you should say he takes. He takes the bus to go to school [51].

b) Recast: An implicit correction in which the teacher repeats what the learner has said replacing the error. In this case, the teacher corrects all or parts of the students' utterances using the correct form. For instance:

St: He take the bus to go to school

T: He takes the bus to go to school [51].

c) Clarification request: The teacher asks for repetition or reformulation of what the learner has said. In this way, the teacher indicates that he/she does not understand the students' utterance by saying "I'm sorry", "I don't understand". For instance:

St: He take the bus to go to school

T: I'm sorry?

St: He takes the bus to go to school [51].

d) Feedback: The teacher indicates that there is a problem and asks if the students can correct it. In this way, the teacher provides cues such as comments, information, or questions related to the well-formedness of the students' utterances. For example:

St: He take the bus to go to school.

T: Do we say he take?

T: How do we say when it forms the third person singular form? [51].

e) Elicitation: it is a correction strategy that prompts the student to self-correct. Elicitation can be established when the teacher pauses and lets the student complete the utterance, when the teacher asks an open-ended question, and when the teacher requests a reformulation of the ill-formed utterance. In short, the teacher provides a sentence and strategically pauses to allow students to "fill in the blank". For example:

St: He take the bus to go to school.

T: He...?

T: How do we form the third person singular form in English?

T: Can you correct that? [51].

f) Repetition of error: The teacher repeats the student's utterance by making a high intonation on the error itself to highlight it for example:

St: He take the bus to go to school.

T: He take? [51].

As students navigate the complexities of acquiring a new language, they are bound to make mistakes. However, effective error management strategies can play a pivotal role in supporting students' language development and fostering a positive learning environment:

- Create a Safe and Supportive Learning Environment. Establishing a safe and supportive classroom environment is essential for students to feel comfortable taking risks and making mistakes. Encourage a growth mindset that embraces errors as opportunities for learning and improvement. Foster an atmosphere of mutual respect, where students are encouraged to support and assist one another in their language learning journey.

- Provide Timely and Targeted Feedback. Offering timely feedback is crucial for students to understand and rectify their errors. Provide feedback that is specific, constructive, and focused on the areas that require improvement. Consider individualizing feedback to address each student's specific needs. Balance between corrective feedback that points out errors and positive reinforcement that acknowledges progress and strengths.

- Prioritize Global Errors. When correcting errors, prioritize addressing global errors that hinder overall comprehension and communication. Focus on errors that significantly impact meaning and intelligibility. By targeting these errors first, students can develop a solid foundation for effective language use.

- Differentiate Error Correction. Adapt error correction techniques to meet the diverse needs of students. Some students may benefit from immediate and direct correction, while others may benefit from self-correction or peer correction activities. Incorporate a range of strategies such as error correction codes, guided self-reflection, and collaborative peer editing to cater to different learning styles and preferences.

- Scaffold Error Correction. Guide students through the process of error correction by providing scaffolding techniques. Instead of simply providing correct answers, encourage students to self-diagnose errors and reflect on potential corrections. Offer prompts, hints, or examples that facilitate independent error analysis and problem-solving skills. This approach empowers students to take ownership of their learning and develop self-correction abilities.

- Focus on Language Patterns and Error Trends. Identify common error patterns and trends within the classroom. This analysis enables teachers to address recurring errors effectively. Devote specific instructional time or activities to target these areas, providing explicit instruction, practice, and reinforcement. By addressing systematic errors, teachers can help students overcome persistent challenges and enhance their overall language proficiency.

- Encourage Revision and Redrafting. Promote a culture of revision and redrafting in the classroom. Emphasize the importance of multiple drafts and encourage students to revisit their work to identify and rectify errors. This iterative process allows students to

refine their language use, develop a deeper understanding of grammar and vocabulary, and improve their overall writing and speaking skills.

In conclusion, errors in high school language classrooms should be viewed as valuable learning opportunities rather than obstacles. By implementing effective strategies for managing and addressing errors, teachers can create a supportive and motivating environment that empowers students to continually improve their language skills. Timely and targeted feedback, prioritizing global errors, scaffolding error correction, and focusing on language patterns are all essential components of successful error management.

Moreover, error analysis plays a significant role in the methodology, offering valuable insights into the language learning process. Through the systematic study of errors, researchers and educators can gain a deeper understanding of the challenges faced by language learners, leading to the development of more informed and targeted instructional strategies. By considering the types of errors, their impact on communication, and the sociolinguistic factors involved, teachers can effectively prioritize and provide appropriate corrective feedback.

Ultimately, error analysis contributes to the ongoing improvement of language teaching and learning. By embracing errors as a natural part of the learning journey, high school language classrooms can become vibrant spaces for growth and development, fostering language accuracy and proficiency among students. By utilizing error analysis and implementing effective error management strategies, educators can help students achieve their language learning goals and cultivate a lifelong love for language and communication.

2.3. Methodology of Error Correction and its significance during Second Language Acquisition.

Correcting mistakes is an essential part of the learning process. Errors are not only signs of learning gaps but also opportunities for feedback and improvement. By correcting errors, you can help your students notice their mistakes, understand the rules and patterns of the language, and practice the correct forms. Moreover, you can show your students that you care about their progress and that you value accuracy as well as fluency.

The occurrence of errors not only indicates that the learner has not learned something yet, but also gives the linguist an idea of whether the teaching method applied was effective or needs to be changed.

According to S. Corder [10], errors signify three things: first to the teacher, in that the learner tells the teacher, if they have undertaken a systematic analysis, how far towards that goal the learner has progressed and, consequently, what remains for them to learn; second, they provide the researcher with evidence of how language is learned or acquired, and what strategies or procedures the learner is employing in their discovery of the language; third, (and in a sense, this is their most important aspect) they are indispensable to the learner himself/herself because the making of errors can be regarded as a device the learner uses to learn [10, p. 167]. The occurrence of errors is merely a sign of ‘the present inadequacy of our teaching methods’ [10, p. 163].

It is inevitable for learners to produce errors during the phases of second language development. Therefore, error correction in SL learning has been fervently discussed in the past decades concerning its form, context, utility, and taxonomy.

Linguists are still examining the five questions which J. Hendrickson [19] put forth:

1. Should learner errors be corrected?

This question serves as an initial inquiry for individuals venturing into the field of error correction. In language learning, learners typically expect their teachers to correct their errors as it is a common practice in language lessons. However, nativists argue that negative evidence, which informs learners about what does not work in a given language, can be unproductive or even counterproductive in second language learning. Nevertheless, not all forms of negative feedback should be considered as a negative feature. Certain types of implicit recasts, for instance, can be determined as a positive feature.

S. Krashen [27] argues that the activities during which students feel uncomfortable, for instance, correction feedback and explanation of grammar, are not effective in second language learning. He also points out that corrective feedback is only beneficial when students are ready to learn. Therefore, the crucial question is whether corrective feedback will facilitate students in acquiring the correct form more easily or if it will be futile until they reach a stage of interlanguage development where they can utilize corrective

feedback to their advantage. The challenge, however, is that if a teacher chooses not to correct an error, other students may perceive the form as correct, potentially leading to the internalization of incorrect forms, known as fossilization.

On the other hand, proponents argue that error correction has a positive impact on second language learning. J. Hendrickson [19], for example, claims that when an error of a second language student is corrected, it has a greater impact on his proficiency than when it remains uncorrected. Many other scientists are convinced that error correction feedback is beneficial for language learners.

A. Rauber and G. Gil [35] discovered in their study that learners prefer to be corrected as they view corrective feedback as an integral part of the language learning process.

R. Dekeyser [12] is likewise convinced that error correction benefits second language learners and identifies the factors that determine its presence and degree of effectiveness.

J. Truscott [47] points out that inconsistent correction of grammatical errors can be even worse than no error correction at all. He argues against oral grammar correction due to the inevitability of error feedback inconsistencies.

However, R. Lyster, P. Lightbown, and N. Spada [30] question the necessity of such a high level of consistency in error correction. They consider it unattainable and limiting.

J. Hendrickson's [19] study suggests that establishing a supportive learning environment is easier when only certain learners' errors are corrected rather than correcting all of them.

2. When to correct mistakes in language learning?

The timing of error correction in teaching depends on various factors, including the specific content being taught. For instance, if the focus is on teaching new vocabulary words and a student mispronounces one, immediate correction is used. However, in the case of teaching reading fluency, if a student mispronounces a word, it may be more appropriate to wait until the end of the reading activity to correct it.

Furthermore, the question of when to correct learner errors has been extensively discussed among philologists.

G. Havranek suggests that Corrective Feedback should follow after errors that are related to simple rules, for instance, a verb ending and the role of auxiliary do when forming negative statements and questions. She claims that grammatical error correction rather than correction of lexical rules leads to better results in consequent language testing [18]. When correction of a grammatical error is performed, the learner is instructed or else reminded of the given rule and about its correct application.

R. Dekeyser [12] examined the developmental readiness of learners for error correction and found that corrective feedback, when used without careful consideration, could potentially widen the gap between learners' language development levels. His findings also suggest that a learner's language proficiency is not the sole determining factor of their readiness for corrective feedback, as factors like anxiety and motivation also play a role [12].

3. What learner errors should be corrected?

A study conducted by A. Katayama [24] among Japanese students learning English revealed that the majority of students preferred the correction of pragmatic errors and errors that hindered the flow of conversation. In another study by R. Cathcart and J. Olsen [6], over ninety percent of the students surveyed expressed a preference for being corrected either all the time or most of the time.

However, students who experienced constant correction during practice sessions reported difficulties in speaking coherently in the second language due to frequent interruptions.

J. Hendrickson [19] argued that when teachers left some errors uncorrected, students felt more at ease when producing speech compared to situations where all errors were corrected. He concluded that while errors should be corrected, correcting every single error is undesirable or unrealistic.

G. Havranek [18] proposed that correction is most beneficial when it focuses on simple grammar rules, such as verb endings and the use of auxiliary "do."

4. How should learner errors be corrected?

The oral correction can be categorized into two types: implicit and explicit feedback. Implicit feedback occurs when a teacher corrects a learner without interrupting the flow of

conversation. On the other hand, explicit feedback involves the teacher openly providing corrective feedback with a focus on speech correction.

According to R. Yoshida [49], implicit feedback is preferable as it is less abrupt and carries a lower risk of causing discomfort or intimidation for the learner. However, the effectiveness of implicit feedback depends on the student's ability to recognize it as corrective feedback and identify the error that prompted the correction. Additionally, the student must be able to find the correct form to replace the error.

Contrasting views are presented by A. Dabaghi [11], whose research suggests that explicit feedback is more effective than implicit feedback. This conclusion is based on tests specifically designed and administered eight days after the corrective treatment of students. Furthermore, it is argued that explicit feedback is more likely to help learners avoid making errors in the future. It is important to note that the absence of immediate uptake, as discussed earlier in this study, does not always indicate that the learner is unaware of their error [29].

Another distinction in corrective feedback is made by M. Long and P. Robinson [28], who differentiate between negative and positive feedback. Negative feedback indicates to the learner that their speech contains errors, while any feedback that is not negative is considered positive.

C. Chaudron's [7] study, conducted in Canadian French immersion classrooms, demonstrated that the most successful correction methods are repetition, emphasis, and reduction. These methods significantly increase the likelihood that a learner will successfully self-correct.

5. Who should correct learner errors?

While it may appear obvious that teachers are primarily responsible for correcting errors, there is another group that warrants attention in this regard: the students' peers or classmates. Including communication exercises in group or pair settings, where students can correct each other, should be a fundamental component of language teaching programs.

F. Morris and E. Tarone [32] conducted a study in which students worked in pairs and provided corrections to each other. However, interpersonal struggles arose between

students who considered themselves more proficient and those who considered themselves less proficient. This led to constant disruptions in the corrective feedback process, as the less proficient students often failed to recognize that they were being corrected. Consequently, F. Morris and E. Tarone [32] argued that the defensiveness of less proficient students and the frustration of more proficient students hindered the effectiveness of corrective feedback.

In a study by A. Mackey [31], it was found that when students corrected each other, the correction was noticed in less than half of the cases, regardless of their proficiency level. However, when a native speaker corrected a second language learner, more than three-quarters of the corrections were noticed by the learner.

Some teachers and learners believe that self-correction is preferable to correction by the teacher [49]. However, R. Yoshida [49] points out that the ability of learners to self-correct depends on the type of error, the given task, and the learner's proficiency level.

C. James [22] also supports the idea that self-correction is beneficial, particularly in terms of preserving learners' feelings and motivation. He suggests that teachers should give learners some time to correct themselves before intervening with their corrections.

Furthermore, R. Lyster and L. Ranta [29] emphasize that learners initiating their corrections is an important aspect of second language learning, as it helps reinforce their knowledge of the second language and restructure their hypotheses about it.

So, error correction plays a vital role in foreign language learning as it assists students in overcoming challenges, refining their language skills, and achieving proficiency.

While students possess knowledge of the correct language, they may occasionally forget to apply it. When errors or mistakes are made, it is important to correct them. The teacher should correct all errors made by students to guide them toward using English accurately. Teacher correction is crucial in preventing the fossilization of incorrect forms in the students' language usage. However, the timing, selection of errors to be corrected, and proper correction techniques are essential for the teacher when addressing students' errors. A teacher who possesses this knowledge will have a positive impact on students' acquisition of the target language:

- **Enhancing Language Accuracy.** Error correction helps students develop accurate language production. By addressing errors, learners become aware of their language inaccuracies and receive guidance in rectifying them. Through targeted feedback and correction, students gain a deeper understanding of grammatical structures, vocabulary usage, and pronunciation, leading to improved language accuracy.

- **Facilitating Language Acquisition.** Error correction facilitates language acquisition by providing learners with the necessary guidance and support to progress in their language skills. By identifying and correcting errors, teachers can guide students toward the correct usage of the target language, promoting a more effective and efficient learning process. Regular error correction helps students internalize language rules and structures, leading to increased fluency and proficiency.

- **Preventing Fossilization.** Effective error correction helps prevent the fossilization of incorrect language forms. When errors are left unaddressed, learners may develop persistent language habits that are difficult to correct later on. Timely and accurate error correction assists students in avoiding the solidification of erroneous language patterns, ensuring continuous progress and improvement in their language abilities.

- **Promoting Self-awareness and Metalinguistic Skills.** Error correction encourages self-awareness and metalinguistic skills. When learners receive feedback on their errors, they become more conscious of their language usage and develop the ability to self-monitor and self-correct. This metalinguistic awareness empowers students to identify and rectify their own mistakes, fostering autonomy and lifelong language learning skills.

- **Building Communication Skills.** Error correction contributes to the development of effective communication skills. By addressing errors, learners not only improve language accuracy but also enhance their overall communicative competence. Correcting errors in grammar, vocabulary, and pronunciation allows students to express themselves clearly, convey their intended meaning accurately, and engage in meaningful interactions with others in the target language.

- **Boosting Confidence and Motivation.** Appropriate error correction positively impacts learners' confidence and motivation. When students receive constructive feedback and witness their progress through error correction, they gain confidence in their language

abilities. This increased self-assurance motivates them to continue learning, take risks, and actively engage in the language learning process, leading to greater proficiency and success.

To conclude, Error Correction is a crucial component of foreign language learning that contributes significantly to students' language acquisition, accuracy, and communication skills. By providing timely and targeted feedback, educators empower learners to correct errors, prevent fossilization, enhance self-awareness, and build effective communication skills. The positive impact of error correction on learners' confidence, motivation, and overall language proficiency highlights its essential role in facilitating successful foreign language learning experiences.

CHAPTER III. EXPERIMENTAL STUDYING OF THE MOST EFFECTIVE ORAL ERROR CORRECTION TECHNIQUES IN DEVELOPMENT SPEAKING SKILLS IN HIGH SCHOOL STUDENTS

3.1. The Analysis of the State of Research Problem.

The errors during the lessons of the high school students are something that happens continuously and naturally. Given that there are numerous different perspectives on error correction, it might be useful to analyze two different positions. For example, J. Truscott [46] claims that error correction does not work at all, in fact, he even believes it can have harmful effects. This suggests a negative view of the effectiveness of error correction. On the other hand, Y. Sheen [41] argues that error correction produces improvement in students' speaking skills, although not immediately. This presents a contrasting belief that error correction can be beneficial for language development.

So, J. Truscott's claim of error correction having no effect at all implies that it does not contribute to any improvement in students' language skills. In contrast, Sheen acknowledges that error correction does have a positive impact on students' speaking skills, but emphasizes that the improvement may not be immediate. This contradiction lies in the different perspectives on the effectiveness and timeline of improvement resulting from error correction. These contradictions highlight the divergent opinions within the field of language education and the ongoing debate surrounding the effectiveness of error correction.

If to analyze the classes of the High School Students, they don't make a lot of mistakes. But they make the greatest amount of mistakes during the process of speaking. R. Lyster and L. Ranta in their work define the six most common oral error correction techniques [29]:

1. Recast (In this technique, the teacher implicitly corrects the student without explaining what went wrong, moreover, without even saying that anything was wrong. For example, if the student says "Dogs are kind than cats" the teacher's response can be "Indeed, dogs are kinder than cats". In other words, the teacher just repeats the utterance using the correct form instead of an incorrect one).

Considering such a strategy, it is appropriate to note that in correcting a student's error by restating the student's incorrect statement using the correct form, the teacher provides a model of the target language without explicitly drawing attention to the error. This approach can be especially beneficial for more proficient students who have made unintentional mistakes, as it allows them to continue their train of thought while still making them aware of the error. However, students may not always recognize that a correction has taken place, particularly if recasting occurs during a presentation or when the student is engrossed in speaking. This lack of awareness can hinder the student's ability to internalize and learn from the correction.

2. Elicitation (The teacher pointed out to the students that a mistake had been made and that they needed to correct it. For example, if the student says, "Once upon a time, there is a girl..." the teacher can just pinpoint the part in the sentence where the mistake has been made and give the student the opportunity to correct himself or herself. "Once upon a time, there...". Also, the teacher can say "Could you say that again?").

As a result, it can prompt students to actively engage in the learning process and think critically about their language usage. By drawing attention to the specific part of the sentence where the mistake occurred, the teacher guides the student toward self-correction. This process allows students to reflect on their errors and encourages them to find the correct form independently.

Additionally, elicitation provides immediate feedback, allowing students to recognize their errors and make corrections in real-time. This timely feedback helps prevent the reinforcement of incorrect language patterns and promotes accuracy in students' language production. However, if students are not familiar with the correct form or lack the necessary language knowledge, the technique may not be as effective. In such cases, students may struggle to identify their mistakes.

3. Clarification request (Numerous questions can be asked that can help the student to achieve self-correction. Some of these are: "Excuse me?; I don't understand; What do you mean?" and many more).

Consequently, clarification questions can provide valuable thinking time for students. By posing these questions, the teacher allows students to pause, gather their ideas, and

formulate a more accurate response. This additional time can be particularly beneficial for students who require a moment to process the language or organize their thoughts before providing a corrected utterance.

However, the effectiveness of these questions depends on the intonation and tone used by the teacher. If the intonation is perceived as humiliating or provocative, it may negatively impact the student's confidence and willingness to participate.

4. Feedback (the student says “I eat yesterday” and the teacher comments “If you use the adverb yesterday, you should use past simple, in this particular matter, past simple of the verb eat”).

To sum up, it encourages students to reflect on their language use and consider the underlying grammar rules or structures. By providing explanations or cues related to the error, the teacher prompts the students to analyze their mistakes and make connections to the appropriate language rules. This process allows students to revise and reinforce their understanding of grammar concepts, enhancing their language proficiency.

However, the effectiveness of feedback depends on the student's familiarity with the grammar rules and their learning style. If the student is not already acquainted with the rules being referenced, the feedback may not be as effective in promoting self-correction. Additionally, some students may rely more on auditory or intuitive learning rather than explicit knowledge of grammar rules. For these students, feedback that emphasizes rules and explanations may have limited impact.

5. Explicit correction (the teacher clearly states what is wrong e.g. the student says “I eat yesterday” and the teacher responds “You should have said „I ate yesterday“”).

Generally, by directly stating the error and providing the correct form, the teacher offers immediate and unambiguous feedback to the student. This clear feedback helps prevent the reinforcement of incorrect language patterns and facilitates the student's understanding of the correct usage.

However, explicit correction has some limitations. It may not actively engage the student in the learning process or prompt them to self-correct. The student may simply accept the teacher's correction without fully understanding the underlying reason or rule

behind the correction. This lack of engagement can hinder the student's ability to internalize and apply the correction in future language use.

6. Repetition (When the student makes a mistake, the teacher repeats the sentence with a raising intonation or with such intonation that simply draws the student's attention to the mistake).

On the whole, this approach can be beneficial for students as it provides them with an opportunity to recognize their errors and self-correct without feeling directly criticized or embarrassed.

However, there are potential drawbacks to the repetition technique. The effectiveness of this technique heavily relies on the teacher's intonation and delivery. If the intonation is perceived as harsh, confrontational, or humiliating, it can negatively impact the student's confidence and motivation. Teachers should use a supportive and encouraging tone when employing repetition to ensure a positive learning environment.

7. Peer assessment (a student providing the student who made a mistake with the correct form).

Considering this type of error correction, one advantage of peer assessment is that it promotes active engagement and attentiveness among students. When students are responsible for identifying and correcting errors made by their peers, they develop their listening skills and become more attentive to language usage. This can lead to a higher level of discipline and improved attention spans within the classroom.

However, teachers should approach peer assessment with caution and consider the dynamics and relationships among students. Not all students may feel comfortable being corrected by their peers, as they might view the teacher as more reliable and knowledgeable. Some students may feel embarrassed or defensive when corrected by their peers, especially if they are at a similar proficiency level. Therefore, it is important to establish a positive and supportive classroom environment where peer correction is accepted and encouraged.

Based on a theoretical analysis of oral error correction techniques on the problem of effective error correction in high school students, we conducted an empirical study among the teachers of the Rivne Lyceum №15. The main purpose of the study was to determine

the most effective oral error correction technique. In the process of researching this problem, a survey was attended by the teachers of the 10th and 11th.

Based on a theoretical analysis of research on the topic, the tasks of the questionnaire (see Appendix B), aimed to determine the most effective oral error correction technique among high school students. According to the results of the questionnaire, most teachers find the following techniques for oral correction in high school students the most effective (see Fig. 3.1): Feedback (34%), Elicitation (20%), Recast (13%), Clarification request (11%), Explicit correction (10%), Repetition (6%) and Peer Assessment (6%).

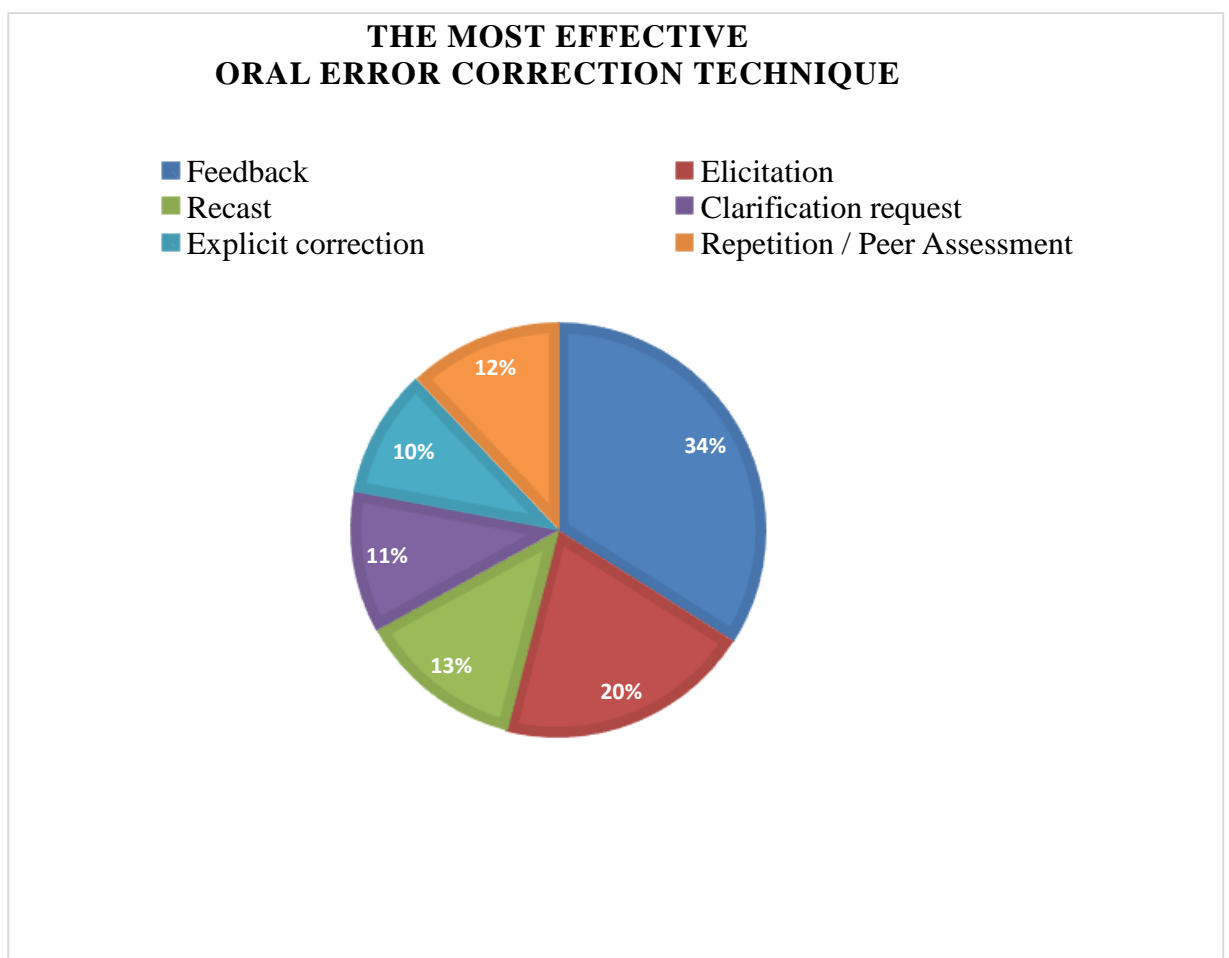


Figure 3.1

According to the results of the research, it is necessary to note that Feedback is considered the most effective strategy among high school students, with a high percentage indicating that it has a significant impact on language learning. This strategy provides explicit explanations and deepens students' understanding of the underlying grammar or

linguistic rules. By fostering metacognitive awareness, students are better equipped to internalize the correction and apply it in future language use.

Elicitation is ranked as the second most effective strategy. With a high percentage, it suggests that prompting students to self-correct through cues or questions positively influences learning outcomes. Elicitation engages students actively in the correction process, encouraging independent thinking and problem-solving. By allowing students to discover the correct form themselves, it promotes a deeper understanding and ownership of the language.

Recasting is regarded as a moderately effective strategy. While it falls slightly behind elicitation, it still holds a substantial percentage. Recasting provides a model of correct language usage without interrupting the student's speech flow. This implicit correction can help students develop their language intuition and notice the correction in context. However, its effectiveness may vary depending on students' ability to recognize and internalize the recast.

Clarification requests are considered moderately effective in this analysis. By seeking further clarification or repetition when the student's utterance is unclear or contains errors, teachers encourage students to reflect on their language production. While it prompts self-reflection and potential self-correction, its effectiveness may depend on students' ability to recognize and address the errors adequately.

Explicit correction is ranked in the middle of the scale, indicating a moderate level of effectiveness. This strategy involves directly stating the error and providing the correct form. While it offers clear and efficient feedback, its effectiveness may be dependent on students' ability to apply the correction independently. Further support and reinforcement may be necessary to enhance the learning outcomes.

Repetition is considered to have a neutral impact based on the assigned percentage. While it can prompt self-correction and student engagement, its effectiveness is heavily reliant on the teacher's delivery and intonation. Inappropriate tone or perceived humiliation can diminish its effectiveness. Careful implementation and a supportive learning environment are crucial to optimize the benefits of repetition.

Peer assessment is ranked as the least effective strategy in this analysis. While it promotes collaboration and active learning, its effectiveness is limited by factors such as classroom dynamics and individual student preferences. The percentage suggests that not all students feel comfortable being corrected by their peers, and the perceived reliability of the teacher may play a significant role in the effectiveness of peer assessment.

Based on the obtained results, we may conclude that the effectiveness of each strategy can vary depending on various factors, including the specific learning context, student characteristics, and teacher expertise. Teachers should consider a balanced approach, combining multiple strategies and adapting their methods to meet the unique needs of their students.

3.2. The Realization of the Experiment.

In order to determine the effectiveness of oral error correction techniques in high school students, a control diagnostic section was performed. The experiment was carried out under normal conditions for a month on the basis of the Rivne Lyceum №15. 50 students of the 10th and 11th grades took part in the experimental work.

Conducting experimental work and analyzing the results of the study involved the creation of an experimental and control group. We proceeded from the following key positions when forming groups: 1) the number of students in the experimental group was approximately equal to the number of students in the control group; 2) both the experimental and control groups included students with different levels of English language and success in English. The experimental group consisted of 24 people, and the control group consisted of 26 people. The experimental group was corrected by the Feedback, Elicitation, and Recast techniques, and the control group - continued to be corrected by Clarification request, Explicit correction, Repetition, and Peer assessment techniques. Evidence of the success of the experimental work is the presence of positive quantitative and qualitative changes in the work of students in the experimental group compared with the work of students in the control group.

A system of levels of mastering speaking by high school students was developed. The low level was characterized by numerous grammar and lexical errors, including a low rate

of English speech. Features of the middle level were minor mistakes of high school students while spontaneous speaking and the inability to immediately select the necessary expressions for the correct formulation of the required topic. The correct use of grammatical structures and word combinations in speech and a fairly high rate of speech indicated a high level of effectiveness of error correction techniques in high school students.

The effectiveness of the error correction techniques was tested by comparing data on the level of mastery of speaking in the experimental and control groups of students. The results of the analysis are presented below in Table 3.1:

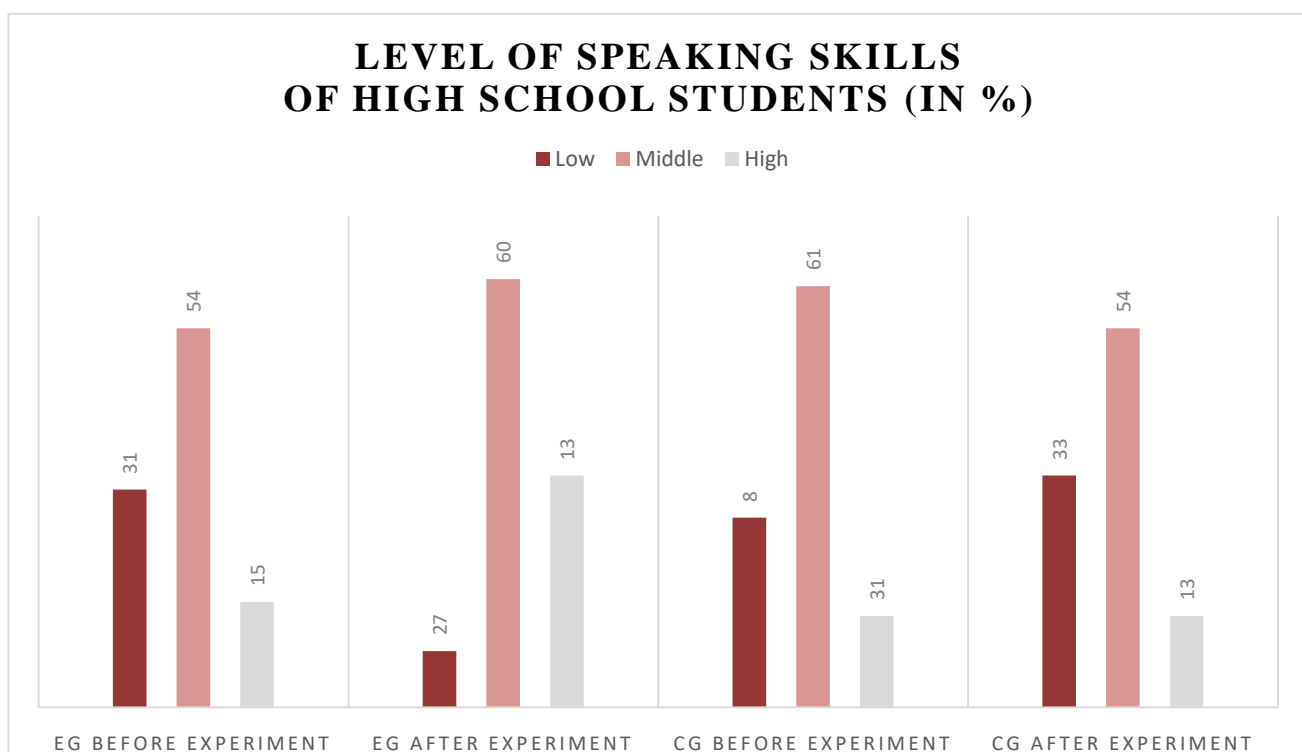
Table 3.1

Level of speaking skills of high school students (in %)

Level of speaking	Number of students			
	Before experiment		After experiment	
	Experimental group	Control group	Experimental group	Control group
<i>Low</i>	<u>31%</u>	<u>27%</u>	<u>8%</u>	<u>33%</u>
<i>Middle</i>	<u>54%</u>	<u>60%</u>	<u>61%</u>	<u>54%</u>
<i>High</i>	<u>15%</u>	<u>13%</u>	<u>31%</u>	<u>13%</u>

Therefore, in the experimental group, there were more quantitative changes in the level of mastering speaking compared to students in the control group. The difference between students' achievements is shown in Figure 3.2.

Figure 3.2



Thus, the students of the experimental group also demonstrated qualitative changes, which were manifested in the use of speaking skills in spontaneous situations, close to real communication situations, quick and correct responses to the questions, etc.

Based on the results of experimental work, the following guidelines for the effectiveness of oral error correction techniques:

1. Provide immediate feedback: Correct errors promptly during oral interactions to reinforce the correct language forms. Immediate feedback helps students make connections between their errors and the correct language usage, facilitating faster learning and improvement.

2. Balance accuracy and fluency: While it is important to correct errors to promote accuracy, also encourages students to focus on fluency and effective communication. Strike a balance between error correction and maintaining a natural flow of conversation to foster confidence and motivation in students.

3. Create a supportive and non-threatening environment: Foster a classroom atmosphere where students feel comfortable making mistakes and receiving feedback.

Encourage a positive attitude towards errors as opportunities for learning and growth, which helps reduce anxiety and facilitates effective error correction.

4. Individualize error correction: Recognize that students have different learning styles and preferences. Tailor the error correction techniques to suit individual needs, taking into account their specific strengths, weaknesses, and learning goals.

7. Scaffold learning: Gradually reduce the level of support provided as students progress in their language proficiency. Initially, offer more explicit error correction, but gradually encourage self-correction and peer correction as students become more confident and proficient.

8. Involve students in the error correction process: Engage students actively in the error correction process by encouraging self-reflection and self-assessment. Provide opportunities for students to identify and analyze their own errors, fostering metacognitive skills and promoting autonomy in language learning.

9. Provide model examples: Alongside error correction, offer model examples of correct language usage to reinforce the targeted grammar or vocabulary point. Visual aids, authentic materials, and real-life examples can be utilized to enhance students' understanding and application of the correct language forms.

10. Monitor progress and provide regular feedback: Continuously monitor students' progress in their language proficiency and provide regular feedback on their error correction efforts. Offer constructive feedback that highlights both areas of improvement and strengths, encouraging students to persist in their language development.

A data comparison on the improvement of speaking skills in the experimental and control groups of students confirmed the effectiveness of Feedback, Elicitation, and Recast techniques in English lessons in high school students. Prospects for further research are seen in the discovery of effective error correction techniques and strategies in English lessons in high school.

Conclusions to chapter 3

The third chapter describes an experiment upon the effectiveness of the use of Feedback, Elicitation, and Recast techniques in English lessons in high school students. In summary, these are as follows:

1. Based on a theoretical analysis of scientific sources on the problem of determining the most effective oral error correction technique in high school students, an empirical study among teachers of the Rivne Lyceum №15 was carried out. The main purpose of the study was to determine teachers' awareness of modern oral error correction techniques for high school students.

2. Conducting experimental work and analysis of the data results in determining the most effective oral error correction techniques by students of the experimental and control groups confirmed the effectiveness of the method of using Feedback, Elicitation, and Recast techniques in English lessons in high school.

Therefore, the results obtained during the experiment are almost completely the same as expected.

CONCLUSIONS

This paper has given the conclusion that errors in language acquisition are an integral and natural part of the learning process. They occur when learners deviate from the rules and norms of the target language, manifesting in various levels such as pronunciation, grammar, vocabulary, and speaking. These errors can arise from factors like the influence of the learner's native language, overgeneralization, incomplete understanding, or limited exposure to authentic language use.

Importantly, errors should not be seen as mistakes or failures but rather as indications of active language exploration and experimentation. They provide valuable information about learners' progress, cognitive processes, and areas requiring further instruction. Educators can analyze errors to gain insights into learners' strengths, and weaknesses, and provide targeted feedback and guidance.

The purpose of the study was aimed at finding the most effective oral error correction techniques. Therefore, having analyzed theoretical and practical material, we can make a conclusion that Feedback, Elicitation, and Recast techniques should be used in work with high school students. We corrected the learners with these techniques for a period of time. These activities were aimed to enhance motivation for learning through the use of effective correction techniques. During the educational process, the learners had an interest to speaking and discussing. As a result, the motivation to learn English has grown, which enabled us and our learners to achieve evident progress in the increasing of knowledge. Moreover, these techniques helped students to overcome the psychological barrier in communication and reinforce their desire to learn English.

Based on our research, we have fulfilled the following tasks:

1. We have analyzed different sources on the given problem and have analyzed the methods of increasing the motivation of high school learners by using effective correction techniques during the lessons. The comprehensive literature review provided a solid theoretical framework for the research and informed the chosen research methodology. It helped to establish a foundation for understanding the importance of motivation in language learning and the role of error correction techniques.

2. The research identified and classified the types of errors frequently made by high school students in foreign language lessons. Through analysis, common errors were identified, including grammatical errors, lexical errors, and pronunciation errors. Grammatical errors encompassed issues such as incorrect verb tense usage, subject-verb agreement errors, and incorrect word order. Lexical errors involved vocabulary usage, including incorrect word choice or inappropriate collocations. Pronunciation errors encompassed mispronunciation of sounds, stress, or intonation patterns. By categorizing these errors, the research provided insights into the specific language areas where high school students commonly struggle, which can inform targeted error correction strategies and interventions.

3. The research analyzed the factors contributing to the occurrence of errors in the high school language learning context. High school students may have limited exposure to the foreign language outside the classroom. Insufficient opportunities to engage with the language in authentic contexts and interact with native speakers can lead to errors in grammar, vocabulary, and pronunciation. Insufficient practice in using the language actively and meaningfully can contribute to errors. Differences in grammar structures, vocabulary, pronunciation, and sentence construction between the native and target languages can cause interference and result in errors. Ineffective teaching or correction methods or lack of explicit instruction on specific language rules and structures can contribute to errors.

4. The research aimed to explore and evaluate existing error correction approaches and strategies employed by teachers in addressing errors made by high school students. Several approaches and strategies were examined and assessed such as Feedback, Elicitation, Recast, Clarification request, Explicit correction, Repetition, and Peer assessment. The research evaluated these approaches and strategies based on their effectiveness in addressing errors and facilitating language learning. Factors such as student engagement, accuracy improvement, learner autonomy, and motivation were considered when assessing the impact of these approaches. The findings of the research provided insights into the strengths and limitations of each approach, contributing to the

development of recommendations for effective error correction practices tailored to the specific needs of high school students in foreign language lessons.

5. We have explored the use of oral error correction techniques, specifically Feedback, Elicitation, and Recast techniques, that has shown positive effects on high school students' motivation and proficiency in English speaking skills. The experimental group showcased greater quantitative changes in their level of speaking mastery compared to the control group. Furthermore, the qualitative changes observed in the experimental group indicated improvements in spontaneous speaking, the correct use of grammatical structures and word combinations, and the ability to respond quickly and accurately during communication.

6. We have created recommendations for effective error correction practices tailored to the specific needs of high school students in foreign language lessons. By implementing these recommendations, teachers can create a supportive and effective learning environment that addresses the specific needs of high school students in foreign language lessons. These practices will not only improve error correction but also enhance students' motivation, engagement, and overall language proficiency.

Based on the results of our theoretical and experimental research, we can conclude that incorporating oral error correction techniques, specifically Feedback, Elicitation, and Recast techniques, effectively enhances the motivation and proficiency of high school students in foreign language lessons.

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APPENDICES

Appendix A

Writing Correction Codes

Code	Use	Example
WW	Wrong word	<i>As our plane flew <u>on</u> the mountains, we saw snow.</i>
WT	Wrong time	<i>As our plane flew over the mountains, we <u>see</u> snow.</i>
WF	Wrong Form	<i>As our plane flew over the mountains, we <u>was seeing</u> snow.</i>
WO	Word order	<i>As our plane over the mountain <u>flew</u>, we saw snow.</i>
SP	Spelling	<i>As our plane <u>flue</u> over the mountains, we saw snow.</i>
P	Punctuation	<i>As our plane flew over the mountains; we saw snow.</i>
X	Extra word	<i>As our plane flew over <u>to</u> the mountains, we saw snow.</i>
M	Missing word	<i>As our plane flew over the mountains <u>saw</u> snow.</i>
R	Register	<i>As our plane flew over the mountains, we <u>observed</u> snow.</i>
?	Not clear	<i>As our plane flew over the mountains we saw snow.</i>
!	Silly mistake!	<i>As our plane flew over the mountains, we <u>seed</u> snow.</i>
RW	Try rewriting	<i>Our vehicle flies, we snow find, over the mountains you saw it.</i>

Appendix B

A template of questionnaire for teachers

We ask you to take part in the research, which is carried out for studying the problem of the most effective oral error correction technique in high school students. Your answers will help to determine the techniques that are more often preferred by teachers when correcting students' errors.

1. Distribute the oral error correction techniques according to your use of them during your teaching activities for error correction in the lessons in percentage:

Recast..... %

Elicitation %

Clarification request%

Metalinguistic feedback%

Explicit correction% ...%

Repetition%

Peer Assessment%

The total sum of percentages is 100%.

2. Answer the questions:

1. How comfortable are you with providing explicit explanations about grammar or linguistic rules to students? (Metalinguistic feedback)

- Very comfortable
- Somewhat comfortable
- Not comfortable

2. How often do you use prompts or questions to encourage students to self-correct their errors? (Elicitation)

- Very often
- Sometimes
- Rarely

3. How frequently do you seek further clarification or repetition from students when their utterances are unclear or contain errors? (Clarification request)

- Very frequently
- Occasionally
- Rarely

4. How confident are you in providing explicit correction by directly stating the error and providing the correct form? (Explicit correction)

- Very confident
- Moderately confident
- Not confident

5. How often do you repeat students' incorrect sentences with vocal cues to draw attention to the mistakes? (Repetition)

- Very often
- Occasionally
- Rarely

6. How comfortable are you with implementing peer assessment, where students correct each other's mistakes? (Peer Assessment)

- Very comfortable
- Moderately comfortable
- Not comfortable

7. How important is it for you to provide correct models of language usage without explicitly pointing out errors? (Recast)

- Very important
- Moderately important
- Not important

8. How much value do you place on fostering metacognitive awareness and deep understanding of language structures? (Metalinguistic feedback)

- Very valuable
- Moderately valuable
- Not valuable