

Reinders, H. (2014). Personal learning environments for supporting out-of-class language learning. *ELT Forum*, 52(4), 14-19.

Serdyukova, N., & Serdyukov, P. (2013). Student Autonomy in Online Learning. In *Proceedings of the 5th International Conference on Computer Supported Education (CSEDU-2013)*, Pages 229-233, 229–233. <https://doi.org/10.5220/0004353102290233>

Ma, X. (2022). Influence Study of Learners' Independent Learning Ability on Learning Performance in Online Learning. *International Journal of Emerging Technologies in Learning (iJET)*, 17(09), pp. 201–213. <https://doi.org/10.3991/ijet.v17i09.30925>.

Zhong, D. (2018). The evolution of learner autonomy in online environments: A case study in a New Zealand context. *Studies in Self-Access Learning Journal*, 9(1), 71-85.

## REASONS OF DOING MISTAKES IN WRITING

**Герук Владислава**

*бакалавр IV курсу філологічного факультету*

*Рівненський державний гуманітарний університет*

*м. Рівне*

**Науковий керівник – кандидат психологічних наук,**

**доцент О.Є. Версьовкіна**

To our mind, mistakes are no longer perceived as something bad or inappropriate in teaching or learning a language and in such a way that should be deleted in any reason. On the contrary, mistakes have become a necessary component of the educational process, because they in a great degree *develop pupils' thinking and their creativity*. And even more, there is a special type of linguistic analysis that focuses students' attention on those mistakes made by them. We define the mistakes in the analysis as means of identifying, classifying and systematically interpreting inappropriate forms of

speech activity taken by those students who study a foreign language. That's why we can further argue that correcting mistakes is a procedure used both by researchers and teachers having been involved in collecting forms of the activities of perceiving the linguistic material having been studied, identifying mistakes, classifying them by types and reasons, and their different characteristics. In some situations, we can argue that the mistakes can be performed for different purposes: a) to know how well someone knows the language; b) to understand how a person learns the language; c) to get information about the typical difficulties of learning a language. The method of analysis of language mistakes in the written forms of the activity, performed by pupils, are useful for developing students' creativity.

To prove this mind, we can give some examples. In such a way, in the researches of scientists (Gass & Selinker, 2008) it was proposed the analysis of mistakes made by pupils whose native language is not English (Japanese, Chinese, Burmese, French, Czech, Polish, Tagalog, Maori, Malaysian, most of Indian and West African languages), without comparing them among themselves. So, the scientist analyzed the sources of mistakes in the process of studying of a foreign language. Also, he identifies 1007 mistakes in the process of writing English texts by 50 Czech pupils.

According to these results, we'll say that with the aim to develop pupils' creativity it is useful to study mistakes in a foreign language. It is important from different points of view (Raimes, 1999) for pupils of different social groups. Firstly, the mistakes are important as for pupils so for teachers. Analyzing mistakes, the teacher studies how students not only make a great progress in learning, but also how they show their creativity. In this way, one can see that they still need to study, discover and confirm the strengths and weaknesses of the curriculum. If a teacher understands that it is difficult to master the language and why the mistakes can be, a pupil will be able to spend more time in the classroom organizing practical exercises on this or that subject.

Also, the analyses of mistakes can thus provide a significant support of the learning process of pupils. Secondly, mistakes provide invaluable "live" information according to the learning process and language proficiency, emphasizing on the methods and

strategies that pupils use by the way to study a foreign language. Thirdly, the mistakes will be useful for students in the process of self-development of their creativity and self-knowledge. The ability to analyze own mistakes, the understanding of their mistakes and their analysis provide the learning mechanisms for pupils. If schoolchildren understand that some material is difficult them to learn, they will pay more attention, do such kind as grammatical inflections, not only by a way of training but also in the process of natural speech. We should remember that Analysis of pupils' own is not the method of an evaluation – it is a method of help or facilitation.

Understanding both the teacher and the student, typical mistakes and their subsequent analysis determine the further steps of both a partner of communication in learning process. Among them there are the main ones: the development of ways to correct typical mistakes, the preparation of a number of mistakes in a foreign language and speech tasks for exercising at classes and at home, the choice of choosing a textbook of a corresponding level of language, the development of strategies for learning the second language. Some representatives of the Theory of the mistakes' analysis see the differences between “language mistakes” and “language flaws”. For example, scientists (Gefen, 2002) define “a language mistake” as a systematic deviation from the chosen norm or set of rules. “Language mistakes” allow a pupil to gain new knowledge of the rules of the language, which is incomplete, perhaps because they were influenced by the linguistic system of their native language.

Language mistakes can be divided into receptive and productive ones. Receptive mistakes are those ones arising from misunderstanding of the intentions by the pupil (a speaker). There are also productive mistakes – those ones that facilitate the expression of each student. Also, we indicate local and global language mistakes. Local ones do not interfere with the whole process of communication and they do not prevent general comprehension of the statement. Global mistakes are, on the one hand, more serious than local ones, because global mistakes interfere with global social communication and violate the content of each statement in such a way. Local mistakes have a deal with the use of different forms of a noun and a verb, with the use of articles,

prepositions and auxiliary verbs. Global mistakes may also be considered the wrong order of words in the sentences and apply to all levels of the language system: phonological, morphological, lexical, and syntactic ones. In turn, language flaws are random deviations, not fixed to any language system, and, unlike global linguistic mistakes they are done not systematically and in the same way. Language flaws may have various evidences and varieties, such as in the form of refusals, distortion of the heard information, wrong start, the lack of agreement between the subjective and the predicate types of connections in the long complex sentences. The example of a language flaw can be the case when a student who knows the difference between “a man” and “a woman” and when he/she acquainted with pronouns, uses “she” in the meaning of “a man”. We think, that language flaws have a place in writing and in oral speech as a result of carelessness, fatigue, unattentiveness and others.

That's why we have to draw our attention to the fact that it is necessary to distinguish openly false statements – those ones which are obviously grammatically incorrect, and hidden false statements, which are grammatically correctly used, but they are incomprehensible in the context of communication. In addition to the typology of mistakes, long-term researches organized by us in this area suggest that there are several main reasons for mistakes in learning a foreign language. The first reason is interference of a native language, or interlingual translation, which is a negative influence of a native language. The native language of pupils plays the important role in learning of a foreign language. The process of translation from the native to a foreign language is one of the causes of written mistakes. This happens because the pupil tries to translate the sentences from the native language to the foreign one literally. This is probably the most common mistake, for example, when we have a deal with the translation of idioms.

Mistakes in writing having been done under the influence of the native language are called inter-lingual/intra-lingual. The second reason relates to intramuscular factors of language development. Intra-lingual mistakes and language development mistakes depend on the severity of the second language having been studied. The reason for the

correction of mistakes can be the terms or the context in which the foreign language is studied. For example, we mean the situation when a class is with a teacher, teaching linguistic materials, in a case of studying at school or solving social situations in a case of learning a foreign language by pupils' own. In a case of classroom management, a teacher or a tutor can contribute to the student's misconception about a foreign language. Another example is the pupil's loss of motivation to study because the materials and/or a style of schoolchildrens' submission to are not appropriate to each person, and, as a result, there is a lack of attention to the learning process in general. Of course, such educational process cannot be creative.

The fourth reason for possible mistakes is the prevalence of communicative strategies, which involves the conscious use of verbal mechanisms for the expression of the idea without a particular linguistic form that is inaccessible to each student for some reasons. So, *psychological principles of the developing of creative writing of schoolchildren* are:

1. ***Simplification***: pupils often choose simple examples and design some information instead of more complex activities, for example, using Present Simple instead of Present Continuous in English.
2. ***Generating or preparing creative tasks***. Students often choose one form or design some material in a creative context and transfer it to another context where there is no need to be used without understanding the components (parts) of phrases or sentences. Creative language is pleasant for tourists, filled with borrowed phrases, most of which there are phrases, where some expressions and phrases are grouped from different points of view, according to different models.
3. ***Avoidance*** (syntactical, lexical, phonetic, thematic creative tasks). Some pupils are difficult to use some structures. As a result, these pupils avoid using these structures and use simpler ones instead of the first structures. For example, in the lexical structure "I lost my way", the pupil avoids the use of the word "way" and says instead of it "I said I'd lost my road".

The example of *phonological avoidance* is the fear of misunderstanding a word and, as a result, this pupil is a liar, there is a substitution that “He does not speak the truth”. In a case of “*thematic avoidance*” to avoid the main subject the pupil may change the subject of conversation, pretend that he does not understand it, or just does not answer at all.

4. ***False assumptions***: many mistakes of pupils can be caused by a false assumption of a foreign language. For example, some students think that the word “as” is an indicator of the present day. Therefore, they express themselves in such a way: “He talks as the teacher”.

## References

1. Gass, S. & Selinker, L. (2008). *Second Language Acquisition: An Introductory Course*, (2nd ed.). New York: Routledge.
2. Gefen, R. (2002). The analysis of pupil’s errors. English Teachers Journal, 22. P. 16-24.
3. Raimes, A. (1999). Techniques in teaching writing. Oxford: Oxford University Press. 83 p.

## Embracing Innovation in Language Education: Addressing Global Trends and Local Needs

*Assoc. Prof. Dr. Dilşah KALAY*

[dilsah.kalay@dpu.edu.tr](mailto:dilsah.kalay@dpu.edu.tr)

*Kütahya Dumlupınar University*

### **Abstract:**

In an increasingly interconnected and multilingual world, the role of language education has never been more critical. Language is not only a means of