

РІВНЕНСЬКИЙ ДЕРЖАВНИЙ ГУМАНІТАРНИЙ УНІВЕРСИТЕТ  
ФАКУЛЬТЕТ ІНОЗЕМНОЇ ФІЛОЛОГІЇ  
КАФЕДРА ПРАКТИКИ АНГЛІЙСЬКОЇ МОВИ



# АКТУАЛЬНІ ПРОБЛЕМИ СУЧАСНОЇ ІНОЗЕМНОЇ ФІЛОЛОГІЇ

СТУДЕНТСЬКИЙ НАУКОВИЙ ВІСНИК

PHILOLOGY



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the detailed analysis of problems arising with the involvement of peers in the process of mistake correction and appropriate way of their solution or even evasion of the problem.

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#### CRITERIA FOR DEALING WITH SPOKEN ERRORS

Error seems as a natural process of learning. According to Fauziati: “Error is considered as an inevitable and positive part of that process”. There is nobody who is able to learn a foreign language without making errors during the phases of language acquisition. That is why this field of study deserves a great deal of linguists’ attention (M.Bartram, R.Walton, C.James, and P.Lennon). Teachers are an essential part of this learning process, as they are usually those who help students to correct their errors and to avoid them in the future. Every day in every English lesson, teachers perform error correction. Since no human learning is perfect, it comes as no surprise that students of English make a lot of errors in the process of acquiring the new language. In reaction to that, their teachers must often provide them with some kind of feedback, which often takes the form of correction. Although the process of correcting might seem straightforward at first sight, it is in fact a very complex issue that involves many decisions on the part of the teacher before any correction as such is actually carried out.

My bachelor work is devoted to error correction in oral practice during English language lessons. The goal is to map the circumstances of various errors that learners make during speaking as well as possible ways of correcting such errors. I will try to evaluate and analyse individual aspects of error and correction and try to come up with some conclusions that might help teachers in their decisions on error correction.

The bachelor thesis is divided into three chapters. The first chapter introduces several approaches towards error and correction that have been dominant in second language acquisition theory since the mid-20th century until today. These theories are introduced and analysed.

Second chapter discusses in detail error correction in oral practice. Firstly, it deals with various definitions of error. Than different error types and ways of categorizing of errors are introduced and analysed.

The last chapter discusses the results of my research. The research is shortly introduced, after which I present results and compare them both with each other and theoretical observations.

The theme of my work is very relevant. Mistakes are part of our life; we all make mistakes now and then. The research has shown the differing position of error and correction in second language. Important part of the error correction is also distinguishing various types of errors as they each ought to be corrected differently in order to achieve the best results. The teachers should adopt the practice of discovering learners' preferences in order to be more effective in their lessons and keep students more perceptive and motivated to achieve better results. Language teachers should try to keep the experience positive for the learner and always remember the classic saying, 'you learn from your mistakes'.

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#### VOCABULARY LEARNING STRATEGIES

Vocabulary plays an essential role in the language learning process. The main thing in this process is an acquiring lexis of a certain language and the practical usage of words. Vocabulary is very important tool for mastering a language. The purpose of learning a second language (L2) is for communication. If we learn a language, we need to acquire four skills: listening, reading, speaking and writing. Meanwhile, vocabulary knowledge is basic of them. No one can understand a sentence without knowing what most of the words mean. The lack of vocabulary knowledge affects every of the four language skills.

A lot of students find it difficult to acquire vocabulary. Lack of appropriate vocabulary knowledge is an obvious and serious obstacle for many students who learn English as a second language.

Vocabulary is crucial and at the same time challenge to most learners. Learning strategies can indeed facilitate the acquisition of vocabulary and influence second language acquisition as well.

The problem of vocabulary learning strategies is generating considerable interest among other issues of learning process.

The topic of vocabulary learning strategies is widely covered in the works of such scholars as R.F.Carril, L.Corrales, J.Harmer, and T.Hedge.

In recent years many works have been written about these strategies for learners of different ages. For instance, Laura Corrales wrote a thesis "Teaching Vocabulary Learning Strategies: a Vocabulary Improvement Program (VIP) for EFL Beginner Students from Centro Cultural Peruano Norteamericano Arequipa" [2], Tricia Hedge – "Teaching and Learning in the Language Classroom" [5], Athorn Muensorn and Saowaluck Tepsuriwong – "Vocabulary Learning Strategies by Thai Primary School Students" [8], Waode Hamsia and Alfa Husnul Hakimah – "Vocabulary Learning Strategies Used by Students in Primary School" [3] and many others.

L.Corrales writes about the importance of using different vocabulary strategies, gives interesting information about audiovisual aids such as flashcards, and picture vocabulary cards, the significance of using vocabulary cards with exercises, physical response activities, songs, and games. She tells what is the value of starting an early reading program in order to teach students vocabulary learning strategies, such as the use of a bilingual dictionary, learning the symbols used by the International Phonetic Alphabet and starting their own picture vocabulary notebook. By doing



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