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ERRORS IN LEARNING ENGLISH AND STRATEGIES FOR THEIR CORRECTION

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Annotation: *This thesis investigates the occurrence of errors in the process of learning English and explores effective strategies for their correction. It examines the types and causes of learner errors across different linguistic levels, including grammar, vocabulary, pronunciation, and writing. The study highlights the importance of treating errors as natural steps in language acquisition and evaluates various correction techniques such as explicit feedback, implicit feedback, peer correction, and self-monitoring. Emphasis is placed on fostering a supportive learning environment that motivates learners and enhances their linguistic competence. The research findings provide practical recommendations for language teachers to implement more effective error correction strategies in their classrooms.*

Keywords: *language learning, English errors, error analysis, correction strategies, explicit feedback, implicit feedback, interlanguage, learner autonomy, communicative competence*

Annotatsiya: *Ushbu dissertatsiya ingliz tilini o'rganish jarayonida yuzaga keladigan xatolarni va ularni tuzatishning samarali strategiyalarini o'rganadi. Tadqiqot grammatik, leksik, talaffuz va yozuv kabi turli lingvistik darajalarda o'quvchi xatolarining turlari va sabablarini tahlil qiladi. Xatolarni til o'zlashtirish jarayonining tabiiy bosqichlari sifatida qabul qilishning ahamiyati ta'kidlanadi va aniq (explicit) fikr-mulohaza, bilvosita (implicit) fikr-mulohaza, tengdoshlar tomonidan tuzatish va o'z-o'zini nazorat qilish kabi turli tuzatish usullari baholanadi. O'quvchilarni rag'batlantiruvchi va ularning til kompetensiyasini rivojlantiruvchi qo'llab-quvvatlovchi o'quv muhitini yaratishga alohida e'tibor qaratilgan. Tadqiqot*

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natijalari til o'qituvchilariga o'z darslarida xatolarni tuzatishning samarali strategiyalarini qo'llash uchun amaliy tavsiyalar beradi.

Kalitso'zlar: *til o'rganish, ingliz tili xatolari, xatolar tahlili, tuzatish strategiyalari, aniq fikr-mulohaza, bilvosita fikr-mulohaza, oraliq til (interlanguage), o'quvchi mustaqilligi, kommunikativ kompetensiya*

Аннотация: *Данная диссертация исследует возникновение ошибок в процессе изучения английского языка и рассматривает эффективные стратегии их исправления. Анализируются типы и причины ошибок учащихся на различных языковых уровнях, включая грамматику, лексику, произношение и письмо. Отмечается важность восприятия ошибок как естественной части процесса овладения языком, а также оцениваются различные методы исправления ошибок, такие как явная (explicit) обратная связь, неявная (implicit) обратная связь, исправление ошибок сверстниками и самоконтроль. Особое внимание уделяется созданию поддерживающей учебной среды, которая мотивирует учащихся и способствует развитию их языковой компетенции. Результаты исследования содержат практические рекомендации для преподавателей по применению более эффективных стратегий исправления ошибок на уроках.*

Ключевые слова: *изучение языка, ошибки в английском языке, анализ ошибок, стратегии исправления, явная обратная связь, неявная обратная связь, межъязыковая система (interlanguage), автономия учащегося, коммуникативная компетенция*

Introduction

Learning a foreign language is a complex and multifaceted process that often involves making errors. In the context of learning English, these errors can arise at different stages and across various linguistic components such as grammar, vocabulary, pronunciation, and writing skills. Errors are not merely signs of failure; rather, they are considered an essential and natural part of the language learning process, reflecting a learner's interlanguage development.

Understanding the types and causes of errors provides valuable insights into how learners internalize new linguistic systems. Moreover, the strategies employed to correct these errors play a significant role in shaping learners' progress and

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confidence. Effective error correction fosters learner autonomy, enhances communicative competence, and helps avoid the fossilization of mistakes. This research focuses on identifying common errors in learning English and evaluating different strategies for their correction. Special attention is given to methods such as explicit and implicit feedback, self-correction, and peer feedback, analyzing their impact on language acquisition. The goal is to determine the most effective approaches that not only correct errors but also motivate learners to actively participate in their own learning process.

Research Aims and Objectives

The primary aim of this study is to investigate the nature of errors made by learners in the process of acquiring English and to analyze effective strategies for their correction. The objectives of the research are as follows:

To classify and describe common types of errors encountered by English language learners.

To identify the underlying causes of these errors.

To examine different approaches and techniques for correcting learner errors.

To evaluate the effectiveness of various correction strategies on learner outcomes.

To provide recommendations for teachers on how to implement error correction in a supportive and motivating manner.

Research Methodology

This study employs a qualitative approach, supported by descriptive and analytical methods. Data is collected through classroom observations, learner error analysis, and teacher interviews. Error examples are categorized based on linguistic aspects such as grammar, vocabulary, pronunciation, and usage. Furthermore, various correction strategies—explicit feedback, recasts, peer correction, and self-correction—are applied and analyzed for their effectiveness. The outcomes are evaluated by observing improvements in learner performance and motivation over a set period.

Literature Review

The study of errors in language learning has been an important area of research in applied linguistics for decades. Early approaches, such as the behaviorist theory, considered errors as negative habits to be eliminated. However, later perspectives,

particularly those introduced by Corder (1967) and Selinker (1972), emphasized that errors are crucial indicators of a learner's internal language development, often referred to as interlanguage.

Corder (1967) argued that errors provide valuable information to teachers and researchers about how language is learned. Selinker (1972) introduced the concept of interlanguage, a transitional linguistic system that learners create as they move toward target language competence. Modern communicative approaches to language teaching recognize errors as natural and necessary, promoting feedback that is constructive and learner-centered. Researchers such as Lightbown and Spada (1999) and Ellis (2008) have examined various correction techniques, emphasizing that different types of feedback — explicit correction, recasts, clarification requests, and metalinguistic feedback — have varying impacts depending on learner age, proficiency, and context. Studies show that balanced, timely, and sensitive error correction fosters better language acquisition and maintains learner motivation.

This review of literature highlights the shift from punitive views of errors toward understanding them as positive learning opportunities, guiding the current study's focus on strategic, supportive error correction methods.

Conclusion: Errors in learning English are inevitable and should be viewed as an essential component of the language acquisition process. Identifying and analyzing the nature of these errors allows teachers and learners to better understand the challenges involved in mastering a new language. More importantly, applying appropriate correction strategies can significantly enhance learners' competence and confidence. The findings suggest that a combination of explicit and implicit feedback, along with encouraging self-correction and peer correction, can create an environment that supports both accuracy and fluency. Teachers should adopt flexible approaches tailored to their students' needs, ensuring that error correction becomes a positive, growth-oriented aspect of language learning.

This study underscores the necessity of changing perceptions about errors and highlights the role of effective corrective strategies in helping learners achieve greater success in mastering English.

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