

Methods of correction speaking mistakes as a positive learning experience of foreign language

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Анотація

У даній статті розглядаються техніки та поради з корекції помилок допущених студентами під час усного мовлення на занятті з англійської мови. Основна частина спрямована на вивчення питання щодо необхідності корегування помилок в певних ситуаціях та їх розподілу за категоріями. Мета статті полягає в тому, щоб узагальнити методи корекції помилок і надати позитивний погляд на помилки, так як вони часто бувають свідченням процесу навчання.

Ключові слова: зробити помилку, помилка, процес навчання, виправити, самокорекція, невербально, розуміння, зосередитися на чомусь.

Abstract

This article deals with tips and techniques of correcting mistakes of English learning students' speaking in the classroom. The main part is focused on division of mistakes into categories and on studying of the question if to correct or not and in which situations the correction is needed. The aim of the article is to summarize techniques of mistake correction and to enable a positive view on mistakes, because they are often evidence of the learning process.

Keywords: to make mistake, error, learning process, to correct, self-correction, non-verbally, comprehension, to focus on something.

Introduction

A lot of time and effort is spent on training courses and beyond in encouraging teachers to consider whether immediate or later correction of student errors during oral work is appropriate. There are a variety of good methods and techniques suggested for correcting students' errors on the spot. Mistakes are part of our life; we all make mistakes now and then. There is nothing wrong with making mistakes as long as we learn from them and avoid repeating them over and over.

Singling out students who make errors will make students feel self-conscious and shy so some tact when correcting mistakes is important. When our students learn something new they always make mistakes. If the purpose is to help students improve production, then correction should be limited to one or two areas for students to focus on which are important to overall comprehensibility: the student's pattern of run-on sentences, for example, or stress patterns, not a single misspelling or mispronunciation. Mistakes may be numerous and in various areas (grammar, vocabulary choice, pronunciation of both words and correct stressing in sentences) [4].

The main issue at hand during oral work is whether or not to correct students as they make mistakes. With oral mistakes made during class discussions, there are basically two schools of thought: 1) Correct often and thoroughly; 2) Let students make mistakes;

However, many teachers are taking a third route these days. This third route might be called "selective correction". In this case, the teacher decides to correct only certain errors. Which errors will be corrected is usually decided by the objectives of the lesson, or the specific exercise that is being done at that moment. Other mistakes are ignored.

Here are some techniques teachers can use to correct mistakes in student's speech. - Don't interrupt. If students make mistakes, let them finish what they are saying. If they ask you for help, help them.

- Have a positive attitude. Your attitude toward mistakes can interest the students in speaking. Don't shout at students, don't embarrass them before other students.
- Self-Correction (oral). The best way to correct mistakes is to have students correct themselves. Ideally a student will realize a mistake has been made and fix it automatically but that is not always the case. If a student answers a question incorrectly you can gently prompt them to revisit their answer.

- Peer-Correction. When a student is unable to self correct, peer correction might be appropriate. You could ask the whole class or one student the same question and encourage a choral response. This is a good method of correcting mistakes because it shifts focus away from the student that provided the original incorrect answer [2].
- Group correction: A student doesn't always catch his own mistakes, though, no matter how skilled he may be. Group correction is an alternative, with peers in small groups pointing out mistakes. The idea is that groups of students work together to help one another.
- Teacher - Model the correct sentence. If a student makes a mistake, repeat the sentence for them correctly. Ask the student to repeat the correct version after you for practice.
- Student-to-student correction: Students could also work in pairs with a worksheet, discussing and correcting sentences with mistakes that you have purposely made.
- Correct non-verbally. You don't always have to tell students when they make mistake. You may use the gesture, nod your head, or move your head to let them know they made mistake. After gesture, they might notice themselves.
- Ignore the mistakes. Sometimes students speak incorrectly because they haven't learned the right grammar to use. Explaining this kind of mistakes might take up too much time. If your student says something very complicated and you don't want to explain the mistake, you don't have to do it. You can ignore it.

When students are corrected in front of their classmates, they feel offended and get discouraged. They expect teachers to continually correct them during classes. Failure to do so is likely to create confusion and suspicion on the part of the students. As such, teachers are expected to strive to find most creative ways to deal with this problem that most typically arises. They need to encourage and stimulate their students to participate in class without any fear of making mistakes [6].

Conclusion

The research has shown that the correction is helpful, however, there are also other factors which influence the students' output. Correcting student error is a sensitive issue that most instructors would probably rather not do. However, through considering such issues as overall comprehensibility and goals of correction, the instructor can turn the potentially negative exercise of giving corrective feedback into a positive learning experience. 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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