TEACHERS' STRATEGIES IN CORRECTING STUDENTS' ERRORS IN CLASSRROOM INTERACTION

Sayyora Bozorova Ilxomiddin qizi
Student of SamSIFL

Sevara Xudoynazarova Anvar qizi
Student of SamSIFL

Supervisor: Zaynab Shermamatova
Teacher at SamSIFL

ABSTRACT

This article was aimed to investigate the strategies used by the teachers in correcting the students' errors in classroom interaction. This article was descriptive qualitative with the classroom interaction analysis. The finding of this article were the errors which most frequently made by the students were vocabulary error. The teacher used some different strategies in correcting the students' error. However, the strategies which the most frequently used were explicit correction and recast. The students' preference was on explicit correction, metalinguistic feedback and clarification request. The commonly reason of teachers tends to use the certain strategies in correcting the students' error was because the teacher consider that the oral error correction was the effective way to communicate and help the students improve their speaking skill. Besides, the teachers know the level of students' understanding, condition, and the ability in receiving what the teachers gave.

Keywords: Students' error, teachers' correction

INTRODUCTION

Interaction in the classroom plays a significant role especially in English language teaching and learning. The students may learn English better if they experience it by themselves. It means that if the students are engaged in the classroom activities directly, they will learn better. The students who are active in conversation through turn talking may develop their language. Meanwhile, those who are passive in conversation will have less opportunity to learn.

Interaction in the classroom refers to the interaction between teacher and students and also among the students in the classroom. Basically, a good teaching and learning process needs the interaction involving the entire components in the classroom such as

students, teacher, and also the learning materials. Some teachers realize that creating a good and effective interaction with the students and among the students are very important to reach the purpose of the teaching and learning itself.

English language teaching and learning successes are determined by the quality of interaction between teacher and students during the classroom activity. There are several factors from the teacher which determine good interaction in learning process namely: the teacher's competence in mastering the material, choosing and using the teaching method, and assessing the process and result of learning [5,89].

In fact, a good system of professional training cannot ensure the increasing quality of interaction between teacher and students in learning process. It is because of the difference of teachers' competence in mastering the materials, methods, media, classroom management, and assessing the learning process and result.

In learning foreign language, students sometimes meet the errors. Error is different from mistake. It can be distinguished from each cause. Error is caused by lack of understanding. It means that the students cannot correct their mistake, even if they look back at their notes or course book. Meanwhile, mistake is caused by slips of tongue. It means that sometimes a word or sentence just come out wrong. Normally, the students will correct themselves when they make a mistake, perhaps with a little prompting from others. Actually, they know the correct language, but they forgot to use it.

MAIN PART

When the students make errors or mistakes, they need to be corrected. In other words, error correction occurs when the students have the errors either in written or spoken language. Based on who corrects the errors, there are three types of correction namely, self-correction, peer correction, and teacher correction. Self-correction is the correction done by the students themselves. Peer correction is the correction done by the student in pair with another student. Then, teacher correction is the correction done by the teacher with several strategies. This article talked more about teacher correction on the students' oral error or in their spoken [4,122].

The teacher needs to correct every student's oral error. It aims to make the students do the correct one in learning English. The teacher's error correction is needed to avoid the fossilization in using incorrect form of English. However, in correcting the students' errors the teacher should know the best time to correct, which errors that should be corrected, and how to correct those students' error. If the teacher knows about these, it will give the positive effect to the students in acquiring the target language.

The aim of this article is to investigate further phenomena of classroom interaction especially the teachers' strategies in correcting the students' errors in classroom

interaction at schools. Especially, the focus of this article are: identifying the types of students' errors that are found in classroom interaction, investigating the teachers' strategies used in correcting the students' error, describing the students' preference toward the teacher's correction strategies, investigating the reasons why the teachers tend to use the certain strategies in correcting the students'errors.

Before revealing the findings and discussion, some related theories need to be presented. The theories include the classroom interaction, students' common errors in classroom interaction and teachers' correction strategies.

Interaction is achieved by two means of resources. It can be either verbal includes written or spoken words, or non-verbal includes touch, proximity, eye-contact, facial expression, gesture, etc. Interaction is as the key to language teaching for communication. It means that interaction is as the facility in using a language when their attention is focused on conveying and receiving authentic messages. He also suggests the ways to promote interaction in the language classroom such as, avoiding teacher dominated classroom, being cooperative and considering affective variables [6,90].

There are some aspects of classroom interaction namely: teacher talk, error treatment, teacher questions, learner participation, taskbased interaction, and small group work. Talking about teacher talk, there are some features of teacher talks. Firstly, is amount of talk, which is talking of teachers' takes up about two-thirds of the total talking. Secondly, a functional distribution, in which the teacher is likely to explain, gives question and command, and asks students to respond. Thirdly is rate of speech when talking to the students. Next feature is pauses, in which teachers likely to make longer pauses when talking to the students than to native speakers. Other features are phonology, intonation, articulation, and stress. Teachers tend to make their speaking more loudly and making their speech more distinct when addressing second language students. Teachers also make modifications in vocabulary, syntax, and discourse. An interesting on teacher talk is how teacher determines what level of adjustment to make. It means that in the interaction the students may vary in their level of proficiency and where there is likely to be only limited feedback from a few students.

The next aspect of English classroom interaction is error treatment. Error treatment refers to the way the teachers respond to a student's linguistic error made in learning. It means that in error treatment the teacher must know what the type of student's error that should be treated or corrected. Besides that, the teacher must know when and how the treatment or correction should be made. Moreover, the performer of treatment is not only the teacher but also other student or even students themselves. Thus, who performs the treatment must be considered.

Other aspect in classroom interaction is teacher's questions. 80 percent of what is considered in classroom interaction is teacher's questions. It means that in classroom interaction teachers' question is important. Teacher ask question for variety purposes, including: to actively involve students in the lesson, to increase motivation, to evaluate students' preparation, to develop students' critical thinking skills, etc. The teacher may vary the purpose in asking question in a single lesson or a single question may have more than one purpose [8,45].

Classroom interaction happens between teacher and students. A classroom interaction is the activity in the classroom and supported by teacher questions and students' responses. It has instructional value for children. The classroom interaction is the greatest value if it is structured so that all children know what is expected and are able to work with the teacher to build a collaborative response. Therefore, the classroom interaction is the interaction between the teacher and the students orally in learning process. It can be the students' responses to teacher's question and happen when the students would like to overcome the conversation.

Pronunciation and grammar are essential to be corrected. It is because pronunciation and grammar are the main basic of mastering the English speaking language. If those are not corrected, fossilization will occur. Salikin also emphasizes that pronunciation determines the efficiency of the communication. Several students are getting in trouble with pronunciation, not because they cannot copy the accents of the native speakers, but because they fail to make themselves understood. They also have the point when mentioning grammar on the top list of oral error correction. Grammar is considered as a frame of the language. Nobody can be proficient and fluent in English without grammar.

There are three main linguistic error categories, namely: grammar, vocabulary and pronunciation. Grammar error consist of morphosyntax; morphological and syntactic errors. Vocabulary error is lexical error consisted of wrong denotations, idiom, technical term (the letter often difficult to distinguish from factual errors. Then, pronunciation is phonological error included wrong word stress, and major phonemic substitution; mispronunciation which could impede understanding [8,79].

Moreover, in identifying the students' error, it is needed to know the criteria of each types of error itself. There are some categories of error supported by Mackey: (a) Morphosyntactic error (grammatical error) includes learners incorrectly use word order, tense, conjugation, and particles. (b) Phonological error (pronunciation error) includes learners mispronounce word. (c) Lexical error (vocabulary error) includes learners use vocabulary inappropriately, mistranslation or they codeswitch to their first language because of their lack of lexical knowledge. (d) Semantic and pragmatic error includes mis understanding of learner's utterance, although there are not grammatical,

lexical, or phonological errors. These categories of errors were studied in this article. It is because these errors made by the students in common classroom interaction that should be corrected by the teacher.

The correction must not be frightening in that non-threatening classroom because it is needed to encourage the students to speak in English. This is what teachers should consider as correcting students' oral errors. In reality, oral error correction is more beneficial than harmful.

Teachers' Correction Strategies. A good strategy for handling oral error feedback can boost student motivation, build confidence, and create a satisfying learning experience. However, the degree of effectiveness of error correction strategies adopted by teachers may depend, partly, on the attitude of the students toward those strategies. As a result, there are several subjective and objective factors that influence the use of techniques and strategies in the classroom. There are some frequent strategies that can be used in oral error correction. It can be seen in the following explanation:

a) Explicit correction: The teacher provides the correct form, he or she clearly 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.

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 correct form. For instance: St: He take the bus to go to school T: He takes the bus to go to school.

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.

d) Metalinguistic 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? 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? 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?

Dealing with how the teachers correct the students' errors, the teacher used some correction strategies which suggested by Mendez. These strategies were explicit correction, recast, clarification request, metalinguistic feedback, elicitation, and repetition of error. However, every teacher in the classroom article uses a variety of different correction strategies. This finding was in line with the article that has been done by Arthur John. Based on the analysis on the recording, the high portion of using correction strategies was explicit correction, recast and metalinguistic feedback. Then, the average portion was clarification request and repetition of error. Meanwhile, the low portion of using correction strategies is elicitation. In other word, the strategies which most frequently used by the teacher in correcting the students' errors was explicit correction. In this case, the teacher used the correction strategies depend on the students' necessary. A correction strategy was considered as the most effective by the teacher if the students could understand the errors and their speaking skill was increase. In English teaching and learning, correction strategies done by the teacher is very important. It means that the teachers play important role in correcting the students' errors. The teachers are recognized as professional with high level of English. They are the ones who correct students' errors and explain in a way that the students can understand the errors. Teacher correction is better than self-correction and peer correction. Regarding to the finding, it is right if the teachers chose some strategies like explicit correction, recast, and metalinguistic feedback to correct the students' errors. It was because the teachers knew the problem and the solution. They also could define and simplify the error so that the students can understand the errors. The English teachers mostly used explicit correction and recast in correcting the students' errors. It was because the students are the foreign learners. Explicit correction and recast were the strategies where the teachers provided the correct form to the students and indicated that what the students had said was incorrect. It is assumed that these strategies were suitable to the students than metalinguistic feedback. Not all the students understood when the teachers used metalinguistic feedback in correcting their errors. However, it was better for the teacher to try applying this strategy in the classroom interaction for the foreign language learners. Related to the types of errors found in classroom interaction, the articleer found that the teachers used the certain strategies in correcting the students' error. Vocabulary error was most frequently corrected by using metalinguistic feedback. Then, pronunciation error was most frequently corrected by using recast and explicit correction. Meanwhile, grammatical error was corrected by using explicit correction. Besides the teachers used those six strategies, the result of

analysis discovered a teacher used translation strategy in correcting the students' errors. This strategy used by the teacher because the students really could not understand what the teacher asked. It can be said that this strategy was the last choice after those six strategies proposed by the expert [2,67].

Knowing the students' preferences on teachers' correction strategies was very needed for the teacher in language teaching and learning. It deals with Salikin who states that there is a great need to hear what the learners think of oral error correction. Regarding to the finding, the extent of students' preferences is variable over time, from person to person, and setting to setting needs to be explored. This implies that students' preferences change over the course of language instructions. Actually there are many factors influencing the students' preferences and perceptions. As the language teachers is likely to be viewed as experts about language related matters, their views, whether expressed explicitly in the classroom or implicitly by teaching practice, could have strong influence on the students' preferences. There is a gap between teachers' choices and learners' preferences of error correction. In this article, the researcher also found a gap between teachers' choice and students' preferences of teachers' error correction strategies. The teacher used explicit correction, recast and metalinguistic feedback frequently. In other hand, the students preferred explicit correction, clarification request and metalinguistic feedback. The gap was on the using of recast strategy by the teacher while the students' preference was on clarification request. It can be assumed that the students expected the teacher corrected their error by using clarification request because by this strategy the students could do self-repair. The students could understand their error or mistakes when the teacher requested the clarification to them.

Using effective strategies for errors correction in EFL classes is the key concept under exploration in this paper. Such an exploration is important because it paves the ways for EFL teachers to cope with their learners' difficulties. Thus, It helps them forecast the possible difficulties and weaknesses of their students due to the ineffectiveness of the strategies they use to correct errors made by the latter in Beninese public secondary schools. They will also learn from this paper and draw from it strategies to turn their learners' weaknesses into linguistic competences.

I think, this article is significant since it helps the EFL teachers gather solutions to overcome those difficulties related to errors correction strategies. I can mention as illustration that considering errors as a sign of failure, many teachers use to reprimand EFL learners for almost all their errors. So, in order to avoid being blamed, EFL learners hesitate or even refuse to practice the language. Some of them even have abandoned EFL classes. It is then undoubtedly clear that some errors correction strategies can be described as defensive.

This article is relevant because it sheds light on the role of the teachers' job which is to guide learners but also to correct their shortcomings. So, it is then important that teachers know the effective strategies of errors correction. These strategies may not be the same from an area to another and from one teacher to the other. It is then necessary for EFL teachers to find other errors correction strategies to motivate learners.

CONCLUSION

In conclusion, vocabulary error was the most frequently error made by the students. it can be stated that the students in this level were still have low understanding of English vocabulary. Then, the correction strategies which frequently used by the teacher were explicit correction, recast, and metalinguistic feedback. It can be said that the teacher considered these strategies are the effective and appropriate to be applied at this level of students. Next, commonly the students' preference was on explicit correction, metalinguistic feedback, and clarification request. It means, besides using explicit correction and metalinguistic feedback frequently, the students expected the teachers to use clarification request frequently too. Moreover, the commonly reason of teachers tend to use the certain strategies in correcting students' error in classroom interaction was because the teacher consider that the oral error correction was the effective way to communicate and help the students improve their speaking skill. Besides, the teachers used the certain strategies because they know the level of students' understanding, condition, and the ability in receiving what the teachers gave.

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