



ERROR CORRECTION COMPETENCE IN FOREIGN LANGUAGE CLASSROOMS

Khasanova Ozodakhon

Head of the department German and French languages

Doctor of philosophy in pedagogical sciences, (PhD)

Duisenova Karakat Tursynkhanovna

Head of the Department of Oriental Philology and Translation of

KazNPU named after Abay

Annotation: *The article discusses the importance of emotion and cognition in language learning. Factors that affect language learners' learning are analyzed.*

Keywords: *emotion, cognition, foreign language, learning, learning style, teacher, learner.*

Error correction competence in foreign language classrooms refers to the teacher's skilled ability to effectively identify, address, and guide learners through linguistic errors in a way that promotes learning, maintains motivation, and fosters communicative competence. It's a complex pedagogical skill involving several key components:

1. Identification & Diagnosis:

* Accuracy: Recognizing an error vs. a slip vs. a developmental stage vs. an intentional communication strategy.

* Gravity: Judging the significance of the error (Does it impede communication? Is it a fossilized error? Is it a target structure?).

* Source: Understanding if the error stems from L1 interference, overgeneralization, incomplete rule learning, etc.

2. Decision-Making (When & What to Correct):

* Lesson Goals: Prioritizing correction based on the lesson's focus (fluency practice vs. accuracy practice).

* Student Factors: Considering the learner's proficiency level, personality (confidence, anxiety), learning style, and stage in the learning process (early production vs. intermediate fluency).

* Error Type: Deciding whether to address phonological, grammatical, lexical, pragmatic, or discourse errors.

* Timing: Choosing between immediate correction (during accuracy-focused activities) or delayed correction (during fluency activities, noting errors for later feedback).

3. Selection of Technique (How to Correct):

* Range of Techniques: Mastering various strategies:

* Explicit Correction: Clearly stating the error and providing the correct form.

* Recasts: Reformulating the incorrect utterance correctly, often subtly.



* Clarification Requests: Indicating non-understanding (e.g., "Pardon?", "Could you say that again?").

* Metalinguistic Feedback: Providing clues, rules, or questions about the language itself (e.g., "Is that the past tense?", "What's the preposition after 'depend'?").

* Elicitation: Prompting the student to self-correct (e.g., "It's a big...?", pausing after an article error).

* Repetition: Repeating the error with rising intonation to highlight it.

* Peer Correction: Guiding other students to help correct.

* Non-Verbal Cues: Using facial expressions or gestures to signal an error.

* Appropriacy: Matching the technique to the error, student, context, and goal.

4. Delivery & Interaction:

* Clarity: Providing feedback that the learner understands.

* Supportiveness: Creating a safe environment where errors are seen as learning opportunities, not failures. Using a positive, encouraging tone.

* Efficiency: Minimizing disruption to communication flow.

* Student Involvement: Encouraging self-correction and peer correction where appropriate.

* Checking Understanding: Ensuring the student has processed the correction (e.g., "Can you say that correctly now?").

5. Metacognitive Awareness & Reflection:

* Teacher Awareness: Reflecting on one's own correction habits, biases (e.g., over-correcting certain students or error types), and effectiveness.

* Student Awareness: Helping students understand **why** they are being corrected and developing their own self-monitoring skills.

* Flexibility: Adapting correction strategies based on student response and lesson dynamics.

Why is this Competence Important?

* Balances Fluency & Accuracy: Helps learners develop both the ability to communicate and the ability to communicate accurately.

* Promotes Acquisition: Provides crucial input and feedback necessary for restructuring the learner's interlanguage.

* Boosts Confidence: Supportive correction builds confidence; harsh or absent correction can damage it.

* Develops Learner Autonomy: Effective techniques (like elicitation) encourage self-monitoring and self-correction.

* Manages Classroom Dynamics: Fair, consistent, and respectful correction contributes to a positive learning environment.

* Maximizes Learning Opportunities: Turns errors into teachable moments.





Developing Error Correction Competence:

1. Teacher Training: Explicit instruction and practice in TESOL/TEFL programs.
2. Observation & Mentoring: Observing experienced teachers and receiving feedback on one's own practice.
3. Reflective Practice: Recording lessons, analyzing correction episodes, and setting goals.
4. Exploring Research: Staying informed about current theories and findings on corrective feedback effectiveness.
5. Student Feedback: Asking learners (anonymously) about their preferences and perceptions of correction.
6. Peer Collaboration: Discussing strategies and challenges with colleagues.

Key Challenge: Finding the delicate balance between providing necessary feedback for accuracy and not stifling communication or demotivating learners. There's no one-size-fits-all approach; it requires constant judgment, sensitivity, and adaptation. A teacher with high error correction competence makes informed, context-sensitive decisions that truly scaffold learner development.

